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# THE ADMINISTRATION OF DISCIPLINE IN THE HIGH SCHOOL

By

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CONTRIBUTIONS TO EDUCATION, No. 686

*Published with the approval of  
Professor Percival M. Symonds, Sponsor*

BUREAU OF PUBLICATIONS

**Teachers College, Columbia University**

NEW YORK CITY

1936

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PUBLISHED IN THE UNITED STATES OF AMERICA 

## ACKNOWLEDGMENTS

THE author is especially indebted to Professor Percival M. Symonds, of Teachers College, Columbia University, for his stimulating counsel and careful guidance as sponsor of this study. To Professors Thomas H. Briggs and N. L. Engelhardt, advisers, he expresses appreciation for their interest and constructive criticism. He is most grateful to the 312 fellow principals of public secondary schools who obligingly supplied the data which have made this study possible and to the Civil Works Administration of the City of New York for providing several competent research assistants.

E. H. G.



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## CHAPTER I

### PURPOSE AND PLAN OF THE STUDY

THE problem of discipline is as old as the race itself. So long as there are mores and attitudes to be learned, the problem of the non-conformist is a pressing one. The attitude of educators and other social leaders toward the question of what constitutes desirable conformity and how best to secure it has changed greatly in recent years. This is true not only in the field of education but in social welfare, religion, and jurisprudence as well. An examination of school records reveals interesting contrasts in the attitude of school officials now toward the offenses of pupils and the techniques for dealing with them as compared with former periods.<sup>1</sup> The change in point of view and in the method of dealing with disciplinary problems has not become universal. One finds differences of opinion often substantiated by highly emotionalized attitudes. Harris,<sup>2</sup> for instance, insists that we could not return to a consistent use of strict methods of discipline, for children would not tolerate them. The Gruenbergs<sup>3</sup> admit the change in attitude and defend it as a concomitant of the growth of democracy with its emphasis upon individuality and initiative. They criticize the common thought toward discipline as one that contemplates constantly *acute* situations that demand remedial treatment, whereas the underlying problem is so to manage day by day as to prevent acute situations from arising. Quite a different point of view is expressed by a teacher writing for a popular magazine<sup>4</sup> who contends that "if there is to be no repression, no submission, no subjection, there is to be confusion." A day in the schoolroom, she thinks, would stiffen the spine of many principals toward suspension or toward other punishments that are "sanctioned by law, custom, and common sense." This dif-

<sup>1</sup> Specific and interesting evidence is presented in "Black Book of King's College," *Columbia University Quarterly*, 23:1-18, March 1931.

<sup>2</sup> Harris, P. E., "What is the Newer Meaning of School Discipline?" *Education*, 52:466-471, April 1932.

<sup>3</sup> Gruenberg, B. C. and S., "Authority and Discipline," *Parents' Magazine*, 6:16-17, November 1931.

<sup>4</sup> "Discipline—What Cranky Teachers Think of It," by One of Them, *Century*, 120:63-70, January 1930.

ference in point of view between the teacher and the mental hygienist or clinician is common. Wickman,<sup>5</sup> for example, found that teachers consider as more serious problems those that denote active disturbance of school routine rather than those that indicate social and emotional maladjustment of the pupil. Teachers were found to be more sensitive to behavior difficulties that directly frustrate adult purposes or annoy adult susceptibilities. On the other hand, mental hygienists regard personal problems of maladjustment as most serious and those concerned with transgression against authority as least serious. Symonds<sup>6</sup> holds that this opposition between social adjustment and individual adjustment is unnecessary—that “the most wholesome and satisfactory form of adjustment is one which reaches an integration between these two points of view.”

The problem of discipline is a real one for principal and teacher. Colvin<sup>7</sup> avers that “common observation indicates that failures during the first three years of high school teaching are largely due to disciplinary troubles.” He surmises that in a good school, properly organized and controlled, marked disorder is rare. Pringle<sup>8</sup> asserts that “Poor discipline is the greatest single cause of failure among high school teachers.” Rich<sup>9</sup> ascribes 15.5 per cent of all teacher failures directly to lack of discipline and another 18.0 per cent indirectly to the same cause. Superintendents usually insist on knowing what disciplinary ability a prospective teacher may have.

#### RELATED LITERATURE

The last few decades have brought changes in the attitude toward disciplinary control. The shift has been accelerated by the advances in the field of mental hygiene. Numerous articles and books have appeared suggesting a new point of view. The Commonwealth Fund made experimentation and research possible on a considerable scale. Forty cities were selected for visiting teacher work and the salaries of the employees for three years paid for by this Foundation. Clinics were maintained in five other cities with funds from the same source.

<sup>5</sup> Wickman, E. K., *Children's Behavior and Teachers' Attitudes*, p. 25. New York: The Commonwealth Fund, 1928.

<sup>6</sup> Symonds, Percival M., *Mental Hygiene for Schools*, p. 4. New York: Macmillan, 1934.

<sup>7</sup> Colvin, S. S., “The Most Common Faults of Beginning High School Teachers,” *18th Yearbook, National Society for the Study of Education*, Part I, pp. 262-272.

<sup>8</sup> Pringle, R. W., *The Psychology of High School Discipline*, p. iii. Boston: D. C. Heath and Co., 1931.

<sup>9</sup> Rich, S. G., “Need for Technique of School Discipline,” *Education*, 43:151-157, November 1922.



From the accumulated results of research in these centers and others, much valuable information concerning disciplinary problem pupils has been compiled. The Division of Publications of the Commonwealth Fund has made available to educators the results of much of this research. The study by Wickman<sup>10</sup> was particularly interesting and valuable in the present investigation. This investigation was initiated in Minneapolis in the spring of 1924 and was extended to Cleveland in 1925-1926. Control studies were carried on in 13 representative schools, in two teachers colleges, and in one private school for boys. In the beginning Wickman was attempting to evaluate children's behavior, but he shifted his objective and directed the investigation toward a measurement of the teachers' reactions to the behavior of the pupils. Teachers were asked to designate undesirable behavior traits they had encountered in their teaching careers, to indicate their sensitiveness to the occurrence, and their reactions as to the seriousness of the problems themselves for the pupil. Interpretations were made in the light of standards formulated by clinicians.

The teachers studied by Wickman were found to stress problems relating to school situations rather than social or emotional problems of the individual. Different teachers were found to center their interest on different aspects of misbehavior, but with very few exceptions on those problems which were "disturbances," i.e., disagreeable, annoying, or frustrating to the will of the teacher. In the upper third of the list of most frequently occurring problems are traits which apply to school tasks very closely. Behavior problems, in the teachers' estimations, thus appeared to be active disturbances that attack the standards of morality, obedience, orderliness, and agreeable social conduct; problems that disturb school routine. In other words, teachers were more concerned with the symptoms of maladjustment than with the causes. Wickman holds that the attitudes of the teachers become problems in the study of the behavior of pupils. Mental hygiene and social adjustments of parents and teachers, he believes, are as vital factors in their behavior toward the child as in the child's response to the adult.

Reavis and Woellner<sup>11</sup> in 1927 undertook to ascertain by a sampling study a factual knowledge of the general office practices of principals in the secondary schools of the United States. Although concerned

<sup>10</sup> *Op. cit.*

<sup>11</sup> Reavis, William C. and Woellner, Robert C., *Office Practices in Secondary Schools*. New York: Laidlaw Brothers, 1930.

with the entire organization and administration of the office, the study dealt with organization, practices, and procedures with reference to discipline as part of the larger problem. The principals reported that they received assistance in the administration of pupil personnel through assistant principals in approximately 55.0 per cent of the schools and through deans of girls in approximately 57.0 per cent of the schools. Data were not sought on the specific functions of these specialized officials. In 71.2 per cent of the schools a record was kept of disciplinary cases. Information concerning the kind of record kept was not asked for. The investigators found that "the custom of looking to the principal's office for the enforcement of law and order is well established, for in 91.5 per cent of the schools teachers send pupils to the principal or assistant principal for discipline." However, while some procedures were observed to be well established others varied greatly. For example, in sending unruly pupils to the office, 61.5 per cent of the schools required a written statement from the teacher along with the pupil; 37.7 per cent merely told the pupil to report; and 16.3 per cent sent the pupil with a pupil escort. Reavis and Woellner did not carry the investigation further and examine the nature of the interview with the offender or the methods used in the study of problem pupils; nor did they consider the types of remedial program used.

Hamrin <sup>12</sup> in 1930 made a study of the organization and administrative control in large high schools. Like Reavis and Woellner, he found that the principals themselves take the leading role in discipline and that "practices with regard to the various phases of high school administration have grown up without much attempt at standardization even among schools of the same size." Associated with this situation, he finds, is a lack of stable administrative policies and a lack of proper direction and control over school organizations.

#### THE PURPOSE OF THIS STUDY

The present investigation is an attempt to study the methods used in American high schools in dealing with disciplinary problems, with special reference to the extent to which the newer concepts of disciplinary control are being introduced. Answers to the following questions are sought:

1. How serious for the future adjustment of the pupil does the principal consider each of twenty specified offenses?

<sup>12</sup> Hamrin, S. A., *Organization and Administrative Control in High Schools*. Contributions to Education, Series No. 6, Northwestern University, 1932.

2. How frequent are these problems in the schools co-operating?
3. What is the administrative organization of the school for dealing with the offense?
4. What are the disciplinary measures or devices employed by these schools for dealing with the problems?
5. How often are these devices used?
6. By whom are the disciplinary measures employed?
7. Is there a routine or a general practice followed by the schools in dealing with disciplinary problem pupils?
8. To what extent do these schools assume responsibility for the behavior of their pupils when away from the school?

The answers to these questions should be of value to the profession by provoking discussion directed toward general and specific improvements on the basis of the facts disclosed.

#### PLAN AND SCOPE OF STUDY

The desired data were obtained by means of a four-page questionnaire. The preliminary activities in the preparation of the questionnaire covered a period of several weeks. The professional literature was examined for suggestive bases of selecting pertinent items to be included, and principals of high schools in the metropolitan area of New York were visited for counsel and aid. They were asked to fill out mimeographed forms of a tentative inquiry blank and to make suggestions for improvement. The final form of the questionnaire represents the co-operative endeavor of about thirty persons. On April 14, 1934, this amended schedule, in printed form, was mailed to 473 principals of high schools. Of this number 312 (66 per cent) submitted replies in sufficient time to be included in this report. The geographical distribution of the schools is shown in Table I. The District of Columbia and every state except Nevada are represented.

The schools vary in enrollment from 59 pupils to 6,000. Six of the schools reporting are for boys only and ten are for girls only; the other 296 are coeducational. Five of the schools are designated by the principal as technical, 1 as commercial, 65 as academic, and 251 as cosmopolitan. Further data are given in Table II.

The investigation aimed to obtain the desired information directly from the principals. The request was observed in all but nineteen cases, where the duty of administering discipline fell to the assistant principal. In fifteen of the schools responding, the principals were women.

## DISCIPLINE IN THE HIGH SCHOOL

TABLE I

INQUIRY FORMS SENT AND RETURNED, BY CENSUS DIVISION AND SIZE OF SCHOOL

CENSUS DIVISION	INQUIRY FORMS SENT	INQUIRY FORMS RETURNED FROM SCHOOLS OF GIVEN SIZE						Total
		Below 750	750- 1,124	1,125- 1,499	1,500- 1,874	1,875- 2,249	Above 2,249	
New England States.....	52	5	9	6	1	3	8	32
Middle Atlantic.....	82	6	9	16	13	6	9	59
East North Central.....	94	4	15	9	12	8	10	58
West North Central.....	54	10	12	2	2	5	2	33
South Atlantic.....	65	10	18	8	6	4	3	49
East South Central.....	33	11	4	2		1	2	20
West South Central.....	37	7	6	3	1	3	4	24
Mountain States.....	23	4	5	3	3	3	1	19
Pacific States.....	33	2	2	4	4	3	3	18
	473	59	80	53	42	36	42	312

TABLE II

TYPES OF HIGH SCHOOLS CO-OPERATING IN PRESENT STUDY

TYPE OF HIGH SCHOOL	NUMBER OF SCHOOLS OF GIVEN SIZE			
	Below 750	750-1,499	Above 1,499	Total
Senior (3 or 4 yrs.).....	47	106	97	250
Junior.....		2		2
Junior-Senior.....	12	25	23	60
Total.....	59	133	120	312

## TREATMENT OF DATA

The returns on the questionnaires were grouped according to size of school and according to geographical region. Although the size of the school would not be expected to yield notable differences, it was thought advisable to examine and report such differences as were found. The schools were divided into three groups on the basis of number of pupils enrolled. Schools with enrollments of less than 750 pupils are designated as "small" schools; schools having from 750 to 1,499 pupils are designated as "medium-sized"; and schools with enrollments of 1,500 or more pupils are designated as "large" schools. The 312 schools responding to the questionnaire fell into the following

distribution: 59 small schools, 133 medium-sized schools, and 120 large schools. Comparisons of the small and the large schools employed the technique of percentage differences. The reliability of the differences was determined by application of the formula for the standard error of a difference. When any difference was found to be three or more times its standard error, it was regarded as significant.

In a similar manner, differences between schools representing different geographical regions were determined. The East and the South are sometimes regarded as conservative in public school policies while the middle West and Northwest are considered as more progressive. This study afforded an opportunity to discover the trustworthiness of such opinions with respect to the attitude and policies in regard to discipline. The findings, being posited on the reports, are of course no less fallible than the reporting. They may be depended upon only to the extent that the reporting can be assumed to be accurate and representative. The 170 schools represented in the three accrediting agencies of New England, the Middle States, and the South were placed in one group and designated as schools of the "East"; the 142 schools represented in the accrediting agencies of the North Central States and the Northwest and California were included in a second group designated as the "West." In some instances significant differences were found between these groups.

The technique employed for securing a single measure of each item to afford objective comparisons was that of index numbers. Each item, i.e., offense, device, or practice, was rated by the principals on a scale of estimated importance or frequency. For example, theft was rated as "of only slight importance," "of considerable importance," or "of extremely great importance." Detention after school was reported on a four-point scale of frequency; viz., "never," "occasionally," "often," "always." Similar scales were provided for the reporting of other items. Each of the scale points was given an arbitrary numerical value: 1, 2, 3, etc. By multiplying (*a*) these values by (*b*) the number of principals assigning that value to the offense, (*c*) summing the products, and (*d*) dividing by the total number answering the question for that particular item, an index number was obtained. These index numbers made it possible to rank the items in a list showing problems most serious or most frequent, devices or practices most often used or considered most desirable. They also facilitated the use of the technique of the standard error of the difference in comparisons of schools by size and area.

## CHAPTER II

### DISCIPLINARY PROBLEMS OF HIGH SCHOOL PUPILS

#### SERIOUSNESS OF DISCIPLINARY PROBLEMS

SELECTION of the twenty disciplinary problems of high school students for this study was based on the results of a survey of the literature dealing with discipline and of conferences with principals and teachers. The list is not exhaustive, but it is fairly representative of what principals and teachers regard as their disciplinary problems of "considerable" or "great" importance. Only two of the problems listed were considered by a majority of those responding as being of no consequence. Even those two, however, were considered by a number of principals to be of considerable importance. Few of the principals criticized the list as inadequate. One principal would have added "lying for others," and one principal considered "giggling in class" a "silly" item. Several respondents found fault with including "carelessness in work" as a disciplinary problem.

The co-operating principals were requested to indicate their judgment of the seriousness of each offense for the future adjustment of the pupil. Three degrees of seriousness were provided for: "of only slight importance," "of considerable importance," and "of extremely great importance." Rating was made fairly easy by a systematic arrangement of the rows and columns of the blanks in which the appropriate response was to be checked. The returns on this part of the inquiry form were particularly encouraging. On some of the twenty problems as many as 97 per cent of the principals expressed judgment, and in every case approximately 90 per cent indicated their estimate of the problem.

The ratings by the principals show wide variation. For example, a problem like theft is regarded as one of extremely great importance by 238 of the respondents, but 28 look upon it as of only slight importance in the case of high school students. Every trait listed provoked a varied response. Only by securing judgments from a large number of principals and by combining these into a single measure can one determine the trend of thought of high school

executives in regard to the seriousness of disciplinary problems. Values of 1, 2, and 3 were assigned to the three steps on the scale respectively, 3 representing the degree of most importance, and indexes were computed as explained on page 7. Table III shows that all of the problems on the list of twenty except the last five have index values well above 2, and three of the latter are only slightly below 2. The group of principals, teachers, and writers whose suggestions were used in compiling the list, and those answering the inquiry form agree that most of the problems listed are of considerable importance or of great importance for the future adjustment of the pupil.

Of all offenses theft was considered the most serious. The index for this trait is 2.70 and stands by itself far above any other. Next below theft is a group of traits with approximately the same index value, ranging from 2.47 to 2.51. For the most part, these items represent either offenses against the authority of the school, a thwarting of the will of the principal and teacher, or else a violation of the moralities. They represent an attack on the established order. They upset regular school routine. In this group are the problems of truancy, impertinence, or defiance of the teacher, cheating on tests, forging excuses, obscenity, and gambling.

Problems that indicate a lack of personal adjustment such as lying about others, inattention in class, giggling in class, carelessness in work—behavior traits that are usually symptoms of maladjustment that may lead to serious disabling habits and attitudes—are given a place much below those traits that challenge ordinary school routine. Although the inquiry explicitly denoted that an estimate was desired of the seriousness of the problem for the future adjustment of the *pupil*, the answers indicate that the *teacher* and *school routine* were of primary concern. Wickman<sup>1</sup> found a similar attitude. Teachers and principals are inclined to think in terms of their own welfare and that of the regular routine. Docility, obedience, conformity, are prized objectives. They become ends in themselves; and infractions of the rules of the school or of the moral code are treated not as symptoms of maladjustment whose cause is to be found but as an offense to be punished.

Comparison of the indexes for large and small schools reveals a difference that is certainly significant in only two items (Table III).

<sup>1</sup> Wickman, E. K., *Children's Behavior and Teachers' Attitude*, p. 25. New York: The Commonwealth Fund, 1928.

TABLE III  
SERIOUSNESS OF THE TWENTY PROBLEMS AS RANKED BY THE PRINCIPALS CO-OPERATING

DISCIPLINARY PROBLEMS	NUMBER RANKING OFFENSES AS OF IMPORTANCE				INDEX OF SERIOUSNESS						
	Only Slight	Consid- erable	Ex- tremely Great	All Schools	Small	Medium	Large	L - S			
								$\sigma$ diff.			
								East	West	E - W $\sigma$ diff.	
Theft.....	28	34	238	2.70	2.62	2.65	2.79	1.09	2.74	2.66	1.00
Truancy.....	33	83	190	2.51	2.34	2.48	3.10	6.90	2.61	2.41	2.50
Impertinence.....	38	57	199	2.51	2.44	2.56	2.58	1.07	2.60	2.49	1.22
Obscene notes, talk.....	42	64	190	2.50	2.41	2.48	2.56	1.15	2.54	2.45	1.00
Cheating on tests.....	38	70	180	2.49	2.39	2.41	2.64	2.08	2.60	2.36	2.66
Forging excuses.....	37	76	185	2.49	2.30	2.47	2.71	3.15	2.51	2.48	.50
Gambling.....	44	59	175	2.47	2.37	2.51	2.47	.71	2.51	2.41	1.11
Damaging school property.....	39	103	156	2.39	2.31	2.33	2.50	1.58	2.43	2.34	1.13
Cutting a class.....	43	125	131	2.29	2.19	2.28	2.36	1.54	2.38	2.19	2.37
Lying about others.....	59	86	141	2.28	2.26	2.30	2.28	.14	2.34	2.22	1.50
Smoking in building.....	51	96	136	2.26	2.21	2.31	2.32	1.40	2.32	2.29	.33
Profanity.....	61	103	123	2.21	2.27	2.19	2.21	-.46	2.28	2.13	1.66
Failure to report after school..	58	148	87	2.09	1.98	2.14	2.10	1.00	2.22	1.95	3.37
Carelessness in work.....	37	200	54	2.05	2.07	2.10	2.00	-.77	2.05	2.06	-.13
Tardiness to school.....	47	205	53	2.02	1.97	2.01	2.04	.77	2.05	1.98	1.14
Copying homework.....	74	150	68	1.98	1.86	1.95	2.09	2.10	2.01	1.95	.75
Inattention in class.....	80	159	42	1.86	1.80	1.92	1.82	.22	1.89	1.83	.75
Tardiness to class.....	90	164	41	1.83	1.71	1.88	1.84	1.30	1.92	1.73	2.71
Chewing gum in class.....	218	70	10	1.30	1.26	1.39	1.21	-.62	1.31	1.28	.43
Giggling in class.....	231	44	4	1.18	1.16	1.25	1.12	-.67	1.17	1.20	-.60

Note: Directions to the principals in the inquiry yielding these data called for a check in the appropriate column to indicate "your own judgment as to the seriousness of each problem listed for the future adjustment of a pupil for whom the offense has happened often enough to have become a problem for the school but is not chronic."



In all except four of the remaining items, the principals of large schools indicate the problem to be more serious. There is a definite step up from one size-group to the next on most items. Large schools show a highly significant excess over small schools in truancy (ratio 6.90) and forging excuses (ratio 3.15) and an excess in cheating on tests (ratio 2.08) and in copying homework (ratio 2.10). One inference from this evidence might be that principals of large schools have had to contend with these problems so much that they regard them of more importance than do the principals of small schools. Although the small schools show higher index for carelessness in work, giggling in class, chewing gum in class, and profanity on the school premises, the difference is not significant. It appears that the increased size of the school does increase the seriousness of the problem, in the judgment of the principal, particularly in the case of problems of attendance and possibly of honesty on tests and in homework.

Comparisons on the basis of geographical region reveal contrasts between the attitude of principals of schools of the East and that of principals of schools in the West, with respect to the seriousness of the offenses. Eighteen of the twenty offenses received a higher rating from principals of the East. In five of these eighteen cases the ratio of the difference to the standard error of the difference ranges from 2.37 to 3.37, as follows:

Failure to report after school .....	3.37
Tardiness to class .....	2.71
Cheating on tests .....	2.66
Truancy .....	2.50
Cutting a class .....	2.37

These offenses represent violations of standards of school attendance and punctuality and of ideals of fairness on school tests. The difference in judgment as to the seriousness of these offenses, as expressed by the principals of these two areas, would seem to indicate that the principals of the West are more liberal in their attitude toward such problems. On a group of offenses which may be denoted as moral problems, such as theft, obscenity, forging excuses, and gambling, the difference in judgment is too small to be significant. The principals in both areas regard these problems as of considerable or of extremely great importance. Likewise, on a group of more or less personal problems the difference in judgment is negligible. The principals of both the East and the West rate most of these offenses as of only slight importance for the future adjustment of the pupil or

of less importance than those problems associated with attendance and the moral code.

In this expression of attitude toward the seriousness of offenses the high school principals indicated that they consider as more serious those problems associated with conformity to school routine and the moral code than those concerned with personal adjustment. On the whole, principals of large schools and of schools of the East are less liberal in their views.

#### FREQUENCY OF SPECIFIC PROBLEMS

In the same manner as with the question of the seriousness of offenses the principal was requested to give information concerning the frequency of each offense among the pupils in *his* school. Four degrees of frequency were provided for. The principal was requested to indicate whether the problem "does not occur," "occurs with only a very small number," "occurs with about half of the students," or "occurs with almost all students." Values of 1, 2, 3, and 4, respectively, were given to these ratings. Thus a rating of 3 means that the offense occurs with about half of the students and a rating of 1 indicates that the problem does not occur. The data for this part of the study might be obtained by objective measures instead of by subjective opinion. Some of the items have been checked by objective means. Hartshorne and May,<sup>2</sup> for example, have demonstrated by a variety of objective measures the widespread habit of deceit. Attendance records give information on the extent of truancy and tardiness to school. Estimates of the number of disciplinary problem pupils in school have been made by some authorities.<sup>3</sup> Most of these estimates vary because people differ in their attitude as to what constitutes a problem. This question was included partly for the purpose of ascertaining to what offenses the principal was most sensitive and, therefore, of learning his attitude toward the offenses of high school students.

Table IV gives the results of this inquiry and shows the frequency of the problem in the co-operating schools as reported by the principals.

Opinion is divided. Four principals reply that copying of homework does not occur, while another principal states that almost all

<sup>2</sup> Hartshorne, H. and May, M. A., *Studies in Deceit*. New York: Macmillan, 1928.

<sup>3</sup> Baker, H. J., "Education of Behavior Problem Children," *Journal of Educational Sociology*, February 1933.

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TABLE IV  
FREQUENCY OF THE TWENTY DISCIPLINARY PROBLEMS IN THE SCHOOLS RESPONDING AS JUDGED BY THE PRINCIPALS

NUMBER RANKING PROBLEM OF THE FREQUENCY					INDEX OF FREQUENCY							
PROBLEMS	Does Not Occur	Occurs Only a Small Number	Occurs With About Half the Students	Occurs With Most Students	All Schools	Small	Medium	Large	L - S		E - W	
									$\sigma$ diff.			
										East	West	$\sigma$ diff.
Carelessness in work....	3	160	113	5	2.42	2.50	2.38	2.43	-.78	2.40	2.27	2.10
Copying homework....	4	215	49	1	2.17	2.20	2.20	2.12	1.33	2.21	2.13	1.33
Inattention in class....	5	220	40	1	2.14	2.19	2.09	2.15	-.67	2.13	2.10	.50
Tardiness to school....		277	26	1	2.09	2.10	2.10	2.07	-1.40	2.07	2.12	-1.25
Chewing gum in class..	12	241	37		2.09	2.21	2.04	2.06	-1.79	2.06	2.10	-.80
Cheating on tests.....	3	268	13		2.03	2.03	2.03	2.03	.00	2.03	2.04	-.50
Tardiness to class....	10	258	16	1	2.03	2.03	1.98	2.07	.89	1.97	2.10	-3.20
Truancy.....	1	296	3		2.00	2.00	2.00	2.00	.00	2.00	2.02	-1.42
Theft.....	4	291			1.98	1.96	1.98	2.00	.80	1.98	2.00	-2.00
Forging excuses.....	14	271	2		1.96	1.94	1.94	1.98	.80	1.97	1.95	.40
Failure to report after school.....	13	272	3		1.96	2.01	1.94	1.95	-1.59	1.98	1.95	1.00
Giggling in class.....	26	232	8	1	1.94	2.00	1.91	1.93	-1.17	1.92	1.94	-.50
Cutting a class.....	20	275	2		1.93	1.82	1.94	1.99	2.89	1.92	1.98	-2.00
Damaging school prop- erty.....	23	269	2		1.92	1.94	2.05	1.95	.20	1.90	1.96	-1.50
Impertinence, defiance, Profanity on school premises.....	27	267	1		1.91	1.99	1.88	1.92	-1.75	1.88	2.10	-4.40
Lying about others....	44	242	3		1.86	1.89	1.82	1.88	-.17	1.78	1.96	-4.50
Obscene notes, talk....	38	234	1		1.86	1.86	1.74	1.90	.67	1.85	1.88	-.60
Smoking in building...	45	239	2		1.85	1.89	1.79	1.88	-.17	1.78	1.94	-3.20
Gambling in building..	101	190	2	1	1.67	1.62	1.67	1.69	1.00	1.74	1.68	1.00
	168	123	2		1.43	1.41	1.35	1.53	1.33	1.42	1.46	-.62

students copy homework. Forty-nine others estimate that one-half or more of their students copy their homework. Of course, each principal is reporting for his own particular school, and schools may differ as widely as the judgments of their principals. The rating is likely to err on the side of leniency, for the status of the school is being reported upon not by a disinterested observer but by the administrator himself. Naturally, a favorable report might be expected. In some cases, the principal might have been impelled as a matter of policy to give a reply that indicated no problems of behavior, or he might truly have been unaware that the problems existed. One-seventh of the principals reported that profanity did not occur on their school premises; as many replied that obscene talk or the writing of obscene notes or showing of obscene pictures did not occur in their school. One-third of the principals stated that smoking did not occur in their buildings, and more than one-half checked gambling as nonexistent in their buildings. Common everyday observation will hardly support the testimony of these principals. Koos<sup>4</sup> warns the research student that he will not obtain from a questionnaire answers to questions that may reflect on the respondent. Each principal co-operating in the present study was promised that the data would not be used to embarrass him or to reflect unfavorably on his school; nevertheless, the replies on some of the questions, especially those dealing with morals, are probably biased in the direction of leniency.

The spread of voting would have been more indicative of the thoughts of the principals had there been another step between "occurs with only a very small number" and "occurs with about half of the students." Several objected that the gap was too great. Therefore, an index of 2 probably indicates more than "occurring with only a small number." The erring is again on the side of leniency; that is, the offense is probably more frequent than the index indicates.

The single impression that one gets from Table IV is that most of these offenses occur with a limited number of students. One-third of the principals indicated that carelessness in work applies to half or more of their students, and about one-sixth of the principals reported as great extent for "copying homework." Almost as many executives gave a similar report for inattention and chewing gum in class. However, the judgment as ascertained by the rating restricts most of the offenses to a small number of students.

With respect to the twenty specified problems, the small school

<sup>4</sup> Koos, L. V., *The Questionnaire in Education*. New York: Macmillan, 1928.

shows a greater frequency on nine of the problems; the large school shows a higher incidence on nine; and on the other two there is no difference. When the ratio technique is applied for the significance of the difference none of the differences appears to be significant.

A comparison of the two geographical areas indicates a greater frequency on fourteen of the twenty problems in the schools of the West and on six of the offenses in the schools of the East. In the case of the latter the differences are so small that they may be due to sampling rather than to a true difference. Of the fourteen problems that appear to have a higher frequency in schools of the West four represent significant differences. These are:

Profanity on school premises .....	4.50
Impertinence or defiance to a teacher .....	4.40
Obscene notes, talk, pictures .....	3.20
Tardiness to class .....	3.20

The difference in frequency of occurrence of these problems does not correspond with the attitude of the principals toward the seriousness of the problems. Schools of the West apparently have a higher incidence of these behavior traits but the principals have a more liberal attitude toward the seriousness of the same as was shown in Table III.

The fact that many of the problems fell in different positions on the scale for seriousness and on that for frequency indicates that there might be some relationship between the two variables. The correlation computed by means of the Pearson  $r$  is negative ( $-.30$ ); that is, the most frequent disciplinary problems are not necessarily those considered the most serious; neither are they necessarily the least serious as was assumed by Haggerty<sup>5</sup>—the correlation being low although negative. This correlation compares closely with that of  $-.34$  found by Wickman,<sup>6</sup> in which study teachers did the rating.

#### ADMINISTRATIVE ORGANIZATION FOR DEALING WITH DISCIPLINARY PROBLEMS

Another feature of the study is the attempt to ascertain the administrative organization for dealing with offenses in each school. The principal was requested to check in the appropriate column the name of the official or officials responsible for dealing with each disciplinary offense in that school. Table V shows the re-

<sup>5</sup> Haggerty, M. E., "The Incidence of Undesirable Behavior in Public School Children," *Journal of Educational Research*, 12:107, September 1925.

<sup>6</sup> Wickman, *op. cit.*

sults of this inquiry. Evidently there is no standardized procedure for dealing with disciplinary offenses. However, trends are quite evident. In from 50 to 81 per cent of the schools reporting the principal deals with problems of attendance, respect for authority, morals, and the damaging of school property. These were the problems rated by the principals (Table III) as most serious. Apparently the principals make it a practice to deal themselves with the offenses they consider as most serious. In the main, the principals deal infrequently with

TABLE V

PERCENTAGE DISTRIBUTION OF OFFICIALS IN THE RESPONDING SCHOOLS WHO DEAL WITH EACH PROBLEM

Offenses	Principal (312)	Assistant Principal (186)	Dean of Girls (158)	Home- room Teacher (247)	Class- room Teacher (312)	Coun- selor (96)	Visiting Teacher (70)
Tardiness to school....	41.00	80.60	51.20	41.70	10.90	21.80	12.80
Truancy.....	71.80	74.70	55.00	19.80	3.80	14.50	41.40
Cutting class.....	55.70	71.50	48.70	17.80	24.30	13.50	7.10
Theft.....	81.00	55.30	48.70	16.60	16.90	16.60	12.80
Cheating on tests.....	47.40	34.40	30.30	13.30	80.10	13.50	1.40
Copying homework....	19.80	17.20	18.30	14.50	83.30	8.30	.00
Forging excuses.....	59.20	62.30	46.80	33.10	8.90	16.60	2.80
Smoking.....	73.70	51.00	27.80	10.10	8.30	6.20	1.40
Profanity.....	61.20	49.40	31.60	20.20	18.90	21.80	1.40
Obscene notes, talk....	71.10	52.10	43.60	25.10	25.30	17.70	7.10
Damaging school prop- erty.....	75.30	53.20	29.10	27.50	29.80	10.40	.00
Gambling in building...	58.30	38.70	17.70	11.30	11.80	11.40	.00
Tardiness to class.....	25.30	48.90	28.40	14.50	65.00	8.30	1.40
Inattention in class....	16.00	17.20	16.40	10.50	84.90	17.70	4.20
Impertinence, defiance..	76.20	50.00	36.70	13.30	52.50	16.60	4.20
Carelessness in work....	21.40	20.90	20.20	22.20	80.90	27.00	4.20
Failure to report after school.....	51.60	52.60	32.20	23.40	55.10	14.50	2.80
Giggling in class.....	4.80	6.90	5.00	8.50	80.70	7.20	.00
Chewing gum in class...	12.80	12.30	8.20	10.90	84.60	5.20	.00
Lying about others.....	52.50	46.20	51.20	32.30	43.50	22.20	.00

Note: The number in parentheses under the name of each official is the number of the 312 schools that report such an official. The percentages are based on these numbers.

problems arising in the classroom, although there are exceptions; for example, tardiness to class is dealt with by 25.3 per cent of the principals and chewing gum in class by 12.8 per cent. When the chief ad-

ministrative and supervisory officer of the school spends so much time in direct disciplinary control it is readily understood that little time is left for more positive work in organization and guidance.

The assistant principal deals more often than does the principal with offenses related to punctuality and attendance. In 71.5 to 80.6 per cent of the schools he deals with cutting class, truancy, and tardiness to school. On such moral problems as theft, obscenity, smoking, profanity, and lying, and in the matter of damaging of school property, impertinence, or defiance, the assistant principal deals only a little less often with the offense than does the principal. Attendance at school, punctuality, respect for authority and for the moral code are objectives of such importance in customary thinking that principals and assistant principals deal more often with these problems than with the others included on the schedule.

The dean of girls represented in this inquiry is very much of a disciplinary official. The percentage of schools in which the dean of girls deals with the offenses listed ranges from 27.8 to 55.0 per cent in fourteen of the twenty disciplinary problems, and five of the remaining six problems refer to offenses associated directly with classroom work. If the dean of girls spends so much of her effort in dealing directly with offenses and does it in the traditional manner of dealing out punishment it is questionable whether she can get very intimate with the girls. Those who mete out punishment or render decisions that involve punishment for offenses committed are not very likely to be sought after by students for help. On the other hand, if the dean of girls has the mental hygiene point of view of constructive effort, she may rightfully regard most of her work as disciplinary—as helping the pupil to self-control.

The homeroom teacher is not universally found as yet, although 80 per cent of the responding schools report that they have homeroom teachers. Although the homeroom teacher in this inquiry deals less with discipline than does the deans of girls, their function being somewhat analogous, she does give considerable time to it. In such offenses as carelessness in work, failure to report, obscenity, damaging of school property, lying about others, forging excuses and tardiness to school, the homeroom teacher deals with the offense in from 22.2 to 41.7 per cent of the schools reporting.

The classroom teacher in from 80 to 85 per cent of the schools represented deals with problems of chewing gum in class, inattention in class, copying homework, carelessness in work, giggling in class

and cheating on tests. In the problems of tardiness to class, failure to report, and impertinence or defiance this official deals with the offense in from 52.5 to 65 per cent of the schools. The classroom teacher deals less often than the principal, assistant principal, dean of girls, with problems of school attendance and punctuality and with moral problems outside the classroom. Within the classroom the teacher is the one who deals with offenses against school and moral standards.

The counselor as represented in this inquiry is not weighted down with disciplinary problems, as are the five officials that have been mentioned. However, he is far from free from this responsibility, as is shown by the fact that in 21.8 per cent of the schools he deals with tardiness to school. The visiting teacher, on the other hand, is comparatively free from dealing with disciplinary offenses except in the case of truancy and to a slight extent in case of theft and tardiness to school. Student councils that are entrusted with disciplinary activities seem to be rare, although at a later place in this report will be shown data to the effect that one-fourth of the schools reporting student participation schemes state that they have student courts. Other officials entrusted with disciplinary control in some schools are dean of boys, the custodian, the librarian, the department head, the school nurse, and the attendance officer. The data reveal no standardized organization for dealing with discipline, although trends are evident.

In the interviews with principals in the preliminary work of preparing the questionnaire one principal suggested that the person answering the inquiry be requested to state the sequence for handling each offense; that is, the person dealing with the offense first, second, third, or later. The suggestion was incorporated in the schedule and one hundred and twenty-two principals very obligingly met the challenge. Table VI shows the results of this inquiry. The items are so arranged that one may read the rows to discover the percentage of instances in which each designated official deals with the specific offense first, second, or later; and the columns for the percentage of instances in which each offense is dealt with by any one official.

Certain fairly well-defined policies seem to exist with respect to the handling of offenses. Some officials deal with disciplinary problems mainly by reference after others have already done something about them, but the practice varies with the offense. The assistant principal, for example, deals mainly with offenses that are referred to him except in the case of truancy and smoking on the school premises. He is expected to deal with these problems directly. The principal, too,



deals chiefly with disciplinary problems referred to him by others, except in such instances as theft, gambling, profanity, and smoking. Table VI also shows that with some problems the homeroom teacher is the official who deals with them by reference. Many classroom teachers refer cases of gum chewing, giggling, inattention in class, and carelessness in work to the homeroom teacher. Although the schools represented have seventy-one counselors and sixty visiting teachers, these officials deal with very little of the discipline. The actual number of such officials probably is less than the record indicates, for not all who bear the title are such in the real sense. In the schools co-operating in this part of the study the dean of girls is dealing with a considerable percentage of disciplinary problems either in the first instance, or by reference. Such practice if done in the punitive sense is in direct contradiction to the theory that advisers of girls must not discipline those advised, or else they will lose their hold on them.

In these 122 schools the homeroom teacher is primarily responsible in matters of attendance, particularly with reference to tardiness and questions of honesty in presenting excuses. This duty, together with those of reference which have just been mentioned, makes unusual demands on this official. The great burden of dealing with disciplinary problems, however, falls upon the classroom teacher. On one half of the problems in the list the classroom teacher deals first with the offense in from 62 per cent to 92 per cent of the instances; on the other half of the problems this official shares a heavy responsibility, also. If the classroom teacher is a homeroom teacher, too, the demands are great. The number of schools that have student councils which assume disciplinary duties is small. Such disciplinary activities as are performed are confined largely to the problems of smoking, theft, profanity, gambling, and the damaging of school property.

Fig. 1 presents graphically the facts presented in Table VI, using the most common practice only in each case. The classroom teacher is the official who deals with most of the offenses in the first instance. Exceptions are noted in case of attendance, theft, gambling, and smoking. In the main, the classroom teacher and principal are the disciplinary officers in the schools represented by the inquiry. Assistant principals have a primary duty with respect to truancy and the problem of smoking in the building and a secondary duty with respect to tardiness to school or class. The role of the assistant principal and, to some extent, of the dean of girls and homeroom teacher is

TABLE VI

SEQUENCE IN DEALING WITH OFFENSES, REPORTED BY 122 PRINCIPALS IN TERMS OF PER CENT OF INSTANCES IN WHICH DESIGNATED OFFICIAL DEALS WITH OFFENSE FIRST (1), SECOND (2), OR LATER (3)

Offense	Principal (122)			Assistant Principal (95)			Dean of Girls (83)			Homeroom Teacher (122)			Classroom Teacher (122)			Counselor (71)			Visiting Teacher (60)			Secretary (122)			Dean of Boys (17)			Student Council (84)			All Others (24)		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Tardiness to school	3.5	27.3		11.6	31.8		8.1	17.1		41.0	6.8		14.0	3.4		1.2	4.6			1.1		15.1	2.3		1.2	2.3		1.1		4.6	2.2		
	11.0	98.4	57.1	27.5	16.8	12.0	12.1	14.7	9.5	17.6	1.1	2.4	7.7			4.4	7.1			9.5	6.6			3.3	2.4				8.7	4.3			
Truancy																																	
	8.7	35.0	67.8	18.8	16.8	3.2	12.5	14.7	6.5	5.0	1.1		42.5	5.0			3.2			7.3	16.1			3.3	4.2								
Cutting a class																																	
	19.6	51.6	66.0	18.6	26.2	14.2	21.6	12.4	11.4	7.5			20.6	3.1		2.1	5.0			1.3	2.8	6.3	2.5		1.3	3.8				5.0	1.3		
Theft																																	
	4.9	40.2	64.0	2.4	21.9	4.0	3.7	10.9		9.3	4.7		3.1	4.0			3.1				12.0		4.0		6.2	3.1		1.0				1.6	
Cheating on tests																																	
	1.9	30.4	64.5	5.7	23.7	9.7	5.7	1.7	6.5	2.4	5.2		85.4	1.0			5.2				3.2				5.2	3.2		1.0			1.0		
Copying home- work																																	
	9.3	49.4	71.4	17.4	19.6	14.3	9.3	19.6		3.8	13.0		81.0				6.5								6.5				1.9	2.2			
Forging excuses																																	
	21.1	68.2	73.8	17.4	23.5	5.3	9.3	13.6	5.3	34.9	2.5		12.8			2.3	3.5			1.2		7.0	3.9		2.3	1.2				4.7	1.2		
Smoking in building																																	
	19.4	50.0	66.7	23.8	15.9		13.2	9.1	11.1	10.5			18.4			2.6	2.3					1.3			3.9			1.3	4.5		3.9		
Profanity																																	

Obscenity	10.0	44.1	69.7	17.8	11.8	21.2	12.2	16.2	6.1	20.0	5.8	33.4	7.4	3.3	5.8	3.0	..	1.5	....	....	3.3	4.4	..	1.5	..
Damaging school property	15.0	40.8	14.0	18.3	14.8	7.0	14.1	19.8	8.5	19.8	37.2	4.2	2.3	4.2	3.7	..	..	1.2	....	....	3.5	5.6	..	1.4	..
Gambling in building	25.0	57.6	81.5	14.3	18.2	10.7	12.1	10.7	....	10.7	....	25.0	..	5.4	6.1	16.7	..	3.5	....	....	5.4	3.0	..	3.5	..
Tardiness to class	5.2	31.2	55.0	7.8	36.0	6.5	8.2	6.5	6.6	6.5	67.5	3.3	..	8.2	1.3	1.3	..	1.6	....	1.3	3.3	..	1.6	1.3	
Inattention	1.7	31.1	47.0	....	17.2	26.1	....	13.8	21.7	1.7	13.8	93.2	..	..	17.2	....	1.7	..	1.7	1.7	..	1.7	..	..	
Impertinence	5.3	43.3	62.2	5.3	22.7	16.2	2.1	14.5	8.1	7.5	6.2	78.7	1.0	..	6.2	8.1	..	1.0	....	....	..	4.1	..	1.1	
Carelessness in work	4.2	18.0	62.2	4.2	18.0	18.2	2.9	11.5	15.2	4.2	23.0	3.0	..	16.4	9.1	..	..	2.7	....	....	..	3.3	..	2.7	
Failure to report after school	3.4	41.1	64.5	6.7	24.5	16.2	1.1	11.1	9.7	13.4	8.9	68.5	1.1	2.3	6.7	3.2	..	..	2.3	2.2	..	3.3	..	2.3	
Giggling in class	....	29.2	66.7	4.8	20.7	33.3	2.4	4.2	9.5	9.5	29.2	....	..	12.5	....	..	..	3.2	....	....	..	..	..	3.2	
Chewing gum in class	2.4	30.0	66.7	....	23.1	....	10.0	11.1	9.5	9.5	20.0	....	..	10.0	....	..	..	..	....	....	..	..	..	..	
Lying about others	2.8	41.4	66.7	6.9	22.7	22.2	4.2	17.4	20.8	20.8	5.3	62.5	1.3	2.8	8.0	9.1	..	1.3	....	....	..	1.3	..	1.3	

a dual one, that of administration and of personal and educational guidance. It is probable that the two functions cannot be performed adequately by the same individual. Successful counseling depends upon a sympathetic counselor, one of whom the pupil is not afraid.

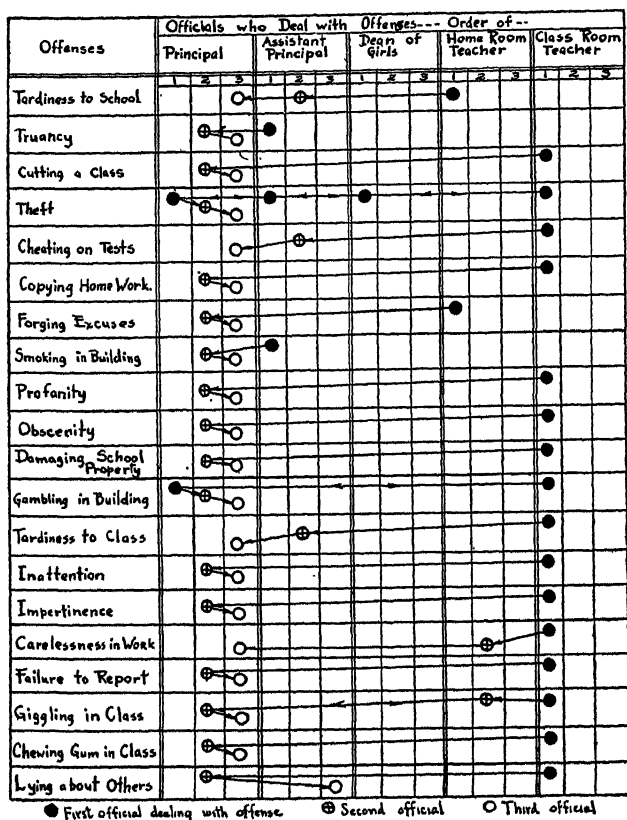


Fig. 1. SEQUENCE FOR DEALING WITH OFFENSES

This graph shows what officials in the majority of instances in 122 schools deal with each offense first (1), second (2), or later (3). Other officials, who deal with the offenses to a less extent, are Counselor, Visiting Teacher, Secretary, Dean of Boys, Student Council, Attendance Officer, Superintendent, Board of Education, etc.

An assistant principal who deals finally with truancy and tardiness in the sense of punishment is not likely to get very far in establishing a friendly rapport with the pupil for educational and personal guidance purposes. A special official comparable to the dean of girls is needed for boys unless the school has such an effective organization of activities that no disciplinary problems arise. In that case one individual might fill the position of both administrator and counselor.

## CHAPTER III

### DISCIPLINARY DEVICES AND DISCIPLINARY OFFICIALS

#### DISCIPLINARY DEVICES EMPLOYED

THE subject of punishment has received more attention than any other phase of discipline. Most elders retain among their prize anecdotes the stories of punishment meted out to them or their acquaintances by severe and unrelenting schoolmasters. The various penalties have included flogging, wearing dunce caps, special tasks, tip-toeing while holding the nose in a ring on the blackboard, deprivation of privileges, apologizing to the teacher in the presence of the other pupils, and other requirements equally unpleasant.

Terman<sup>1</sup> states that instruments of flogging were among the first and chief concerns of primitive man. Although the practice is being replaced by other forms of punishment, chastisement by means of the rod is still widespread in some parts of the world. Scotland<sup>2</sup> recognizes the practice, and the central authority supplies the strap to be used. The law requires that the strap be kept out of sight in the teacher's desk when not in use. The blow may be dealt to the palm of the hand only. The presence of the headmaster is usually expected when corporal punishment is administered. Offenses that may be dealt with by such punishment are lying, swearing, use of indecent language, and stealing. With certain restrictions the strap may be applied for truancy, tardiness, and failure to do homework. One amateur statistician is reported to have calculated that there were over a "half million strokes of the strap struck in Glasgow per annum." The *Canadian Forum*<sup>3</sup> advocates definite rules regarding corporal punishment and admits without question the necessity for it in some instances. Layman<sup>4</sup> states that "whacking" is a part of the system

<sup>1</sup> Terman, L. M., "Pathology of School Discipline. Annals of Flagellation," *New England Magazine*, 41:479-84, December 1909.

<sup>2</sup> Boyd, W., "School Government and Discipline," *New Era*, 10:154-171, July 1929.

<sup>3</sup> "Corporal Punishment in Schools," *Canadian Forum*, 11:125, January 1931.

<sup>4</sup> Layman, G., "The Cane and the School-boy," *Harper's Magazine*, 163:48-56, June 1931.

of discipline in 75 per cent of English preparatory schools and in all English Public Schools. As a matter of fact, one need not go abroad for examples. One principal in the present study replied as follows:

"Corporal punishment is optional. If a student elects spanking in preference to staying after school we administer it, but not unless the student chooses it."

A list of fifteen forms of punishment was presented on the inquiry blank and the respondent was asked to check each device as being never, seldom, or often used. Spaces were provided for the addition of other devices if the principals found the list incomplete. New items suggested were: compelling attendance at Saturday school in a different building, requiring student to walk the sidewalk, denying permission to make up work, requiring student to report half an hour early in the morning, giving unsatisfactory conduct marks, visiting the home of the pupil, asking student to sign a written agreement, demanding that the pupil appear before the Leaders Club, and sending the offender to a remedial room. Many of these devices could without much stretch of the imagination be implied in the list as printed. Other respondents would probably add still others, but the schedule appears to be fairly comprehensive of the practice in the co-operating schools for less than 2 per cent of those replying failed to check each device and only 4 per cent added other measures which they employed. The results of this specific inquiry are shown in Table VII.

Every device except expulsion finds one or more principals using it often and at the same time other executives using it not at all. Special tasks, for example, are often used by 21 per cent of the schools, but are never used by 22 per cent. Detention after school is used often by 62 per cent of the schools, but never by 7 per cent. Withdrawal of privileges is often used by 30 per cent of the principals, but never by 9 per cent. Apologies are demanded often by 12 per cent of the schools, but never by 30 per cent. The same situation obtains in the use of practically every device. One school reports the use of a device often, another the use of it seldom, or never.

By means of the index number technique as explained in Chapter I, a ranking for the frequency of use of the devices was obtained. Detention after school, requiring the parent to come to the school, and sending the pupil to the office are the chief forms of punishment used by these co-operating schools. To a less extent but with a frequency of more than "seldom," these schools resort to withdrawal of

TABLE VII

THE USE OF CERTAIN DISCIPLINARY MEASURES BY THE CO-OPERATING SCHOOLS AS REPORTED BY THE PRINCIPALS

DISCIPLINARY MEASURES EMPLOYED	NUMBER EMPLOYING				INDEX OF USE						
	Never	Sel- dom	Often	All Schools	Small	Medi- um	Large	L - S $\sigma$ diff.	East	West	E - W $\sigma$ diff.
Detention after school.....	23	90	196	2.56	2.72	2.61	2.57	-1.66	2.70	2.52	3.60
Requiring parent to come.....	3	130	176	2.56	2.38	2.47	2.73	4.37	2.50	2.59	-1.05
Sending pupil to office.....	1	147	162	2.51	2.42	2.49	2.59	2.13	2.46	2.59	-2.32
Withdrawal of privileges.....	28	190	90	2.20	2.16	2.12	2.29	1.44	2.14	2.16	-.31
Reprimand—"good bawling out"....	36	179	86	2.16	2.13	2.11	1.97	-2.00	2.10	2.24	-1.92
Suspension of individual.....	9	260	39	2.09	2.06	2.03	2.17	1.83	2.08	2.11	-.71
Special tasks.....	70	162	68	1.99	2.12	1.96	1.95	-1.70	1.91	2.12	-2.76
Demanding an apology.....	101	167	39	1.79	1.81	1.79	1.78	-.30	1.83	1.76	.96
Forcing pupil to drop course.....	95	191	19	1.75	1.63	1.74	1.81	2.00	1.70	1.81	-1.72
Expulsion.....	136	161		1.54	1.47	1.51	1.60	1.44	1.46	1.64	-3.60
Giving of demerits..	230	27	43	1.37	1.29	1.47	1.47	1.63	1.32	1.44	-1.48
Lowering mark of pupil.....	212	83	13	1.35	1.39	1.40	1.27	-1.33	1.26	1.45	-2.97
Imposition of a fine	215	79	13	1.34	1.25	1.33	1.38	1.63	1.31	1.38	-1.27
Corporal punishment.....	240	67	1	1.22	1.27	1.25	1.16	-1.80	1.21	1.24	-.45
Group suspension..	276	25	2	1.09	1.12	1.10	1.06	-1.20	1.08	1.11	-.83

privileges, the reprimand, and suspension. Special tasks are seldom imposed. The number of officials who do use them often is about equal to those who never use them. Devices very infrequently used are group suspension, corporal punishment, imposition of a fine, lowering the mark of a pupil, giving of demerits, or expulsion; however, the principals report that such measures are still in use. In view of all that has been written against detention after school, it is surprising that practice makes such frequent use. In 1906 Thorndike wrote:

"The commonest school punishment of the writer's school days was to keep pupils in school overtime, thus putting the idea of punishment, of undesirability, into closest connection with the experience of school and school work." <sup>5</sup>

<sup>5</sup> Thorndike, E. L., *Principles of Teaching*, p. 110. New York: A. G. Seiler, 1906.

Now, twenty-eight years later, it is still one of the two most frequently used disciplinary devices. Between theory and practice there is a wide gap. Only 8 per cent of the schools never use the device. In the small and medium-sized schools it is used much more often than any other device. Either it is considered to be more effective than theory would indicate or else substitutes of a better kind are not generally known.

The use of enforced conferences with parents has a very considerable part in disciplinary control, the most important part in large schools. A quotation from Cox and Langfitt is suggestive of the danger in overworking this device:

"Frequent and long drawn-out disciplinary difficulties and conferences with parents are the earmarks of poor administration; they are the thieves of the time of incompetent principles."<sup>6</sup>

Comparison of the small and large schools reveals that the large school makes greater use of such devices as:

Requiring the parent to come to the school  
 Sending the pupil to the office  
 Forcing the pupil to drop the course  
 Suspension of the individual  
 Giving of demerits  
 Imposition of a fine  
 Withdrawal of privileges  
 Expulsion

Only in case of the first device, however, are the differences as much as three times the size of the standard error and therefore significant. Visits to schools corroborate these reports. It is a commonplace to find parents at a large school having been called for a conference about their child.

In contrast with the large school, the small school makes more use of:

Reprimand, "good bawling out"	Lowering the mark of the pupil
Corporal punishment	Group suspension
Special tasks	Demanding apologies
Detention after school	

When these differences are examined for reliability, no one of them has a ratio high enough to be significant for certainty.

<sup>6</sup> Cox, P. W. L. and Langfitt, R. E., *High School Administration and Supervision*, p. 175. New York: American Book Company, 1934.



## OFFICIAL EMPLOYING EACH DEVICE

The respondents were requested to check the official title of the individual who employed each of the devices listed. The answers to this particular inquiry are summarized in Table VIII. The official using the most devices in the list is the principal. His record of use is a higher percentage than that of any one of the other six officials on ten of the fifteen devices; the classroom teacher is next, with a higher percentage in the remaining five of the fifteen devices. The assistant principal would be highest in eight of the devices, if the count eliminated the principal; that is, the assistant principal employs very largely the same devices as the principal. Even the dean of girls, who is expected to establish a relation of confidence and co-operation with her girls, employs detention after school in one-third of the schools.

The more significant differences emerge when each device is considered alone. When the measures used most frequently are considered it is obvious that the classroom teacher is primarily the person who

TABLE VIII

PERCENTAGE DISTRIBUTION OF OFFICIALS WHO EMPLOY EACH OF THE DEVICES

Disciplinary Measures Employed	Principal (312)	Assistant Principal (186)	Dean of Girls (158)	Home- room Teacher (247)	Class- room Teacher (312)	Counse- lor (96)	Visiting Teacher (70)
Detention after school..	34.90	46.70	32.90	43.70	73.70	13.50	.00
Requiring parent to come to school.....	85.90	58.00	41.70	9.70	11.20	22.90	5.60
Sending pupil to office..	11.80	17.20	17.70	48.90	86.20	8.30	1.40
Withdrawal of privileges	75.60	46.20	38.60	17.40	24.60	10.40	.00
Reprimand ~"good bawling out".....	57.00	45.70	34.10	29.90	49.30	11.40	.00
Suspension of individual	85.80	26.30	10.10	.00	.00	1.00	.00
Special tasks.....	29.80	27.40	20.20	27.10	53.50	5.20	1.40
Demanding an apology.	39.10	29.00	29.70	17.40	32.30	6.20	.00
Forcing pupil to drop course.....	53.20	31.10	17.70	5.60	12.10	20.80	.00
Expulsion.....	39.40	6.40	1.20	.00	.00	.00	.00
Giving of demerits....	9.90	9.10	6.90	10.50	13.70	.00	.00
Lowering mark of pupil.	4.10	4.30	3.10	2.40	29.40	.00	.00
Imposition of a fine....	18.50	12.30	5.00	2.80	7.60	2.00	.00
Corporal punishment...	21.70	10.70	4.40	2.00	3.80	.00	.00
Group suspension.....	11.50	2.10	1.90	.00	.60	1.00	.00

Note: The number in parentheses under the name of each official is the number of the 312 schools that report such an official.

employs detention after school, sending the pupil to the office, special tasks, and to a little less degree the use of the reprimand. When parents are required to come to the school the principal generally makes the demand. The principal, the classroom teacher, and the assistant principal make most frequent use of the reprimand or "bawling out" pupils. When coveted privileges are withdrawn it is the principal who usually takes them away from the pupil. Suspension is a device used by almost no other than the principal. Certain other devices, reported as seldom used, such as demanding an apology, forcing the pupil to drop a course, expulsion, and corporal punishment, are generally restricted to use by the principal. It is no wonder the students often regard the principal or headmaster as their enemy and deliberately scheme to embarrass or discredit him.

Disciplinary responsibility is often delegated to the superintendent of schools and the board of education. Many schools reserve for the board of education the right to expel a student. The principal may suspend, but only the board of education may expel. In some schools the use of the most drastic measures is shared jointly by principal and superintendent. Fines are frequently imposed by the librarian in connection with library services; however, other officials impose fines, also, for damaging or destroying property. The practice is more frequent in the large schools although seldom used by either large or small. The homeroom teacher uses such devices as sending the pupil to the office, detention after school, the reprimand, special tasks, apologies, and demerits. Demerits are almost never employed by anyone, but the first three devices are used frequently. The same question may be raised about the desirability of the homeroom teacher being a disciplinary officer as has been brought up concerning the dean of girls. If the homeroom teacher is to assume the duty of a parent, of a confidant, too much disciplinary activity of the punitive or retributive type is likely to alienate the pupil to the extent that the proper rapport is not achieved.

Obviously the high school officials persist in using in large degree the time-worn devices of the stern schoolmaster. Those that inflict bodily pain are much less numerous, but others that develop attitudes of rebellion, distaste for school, resentment against the teacher and principal are quite common. Punishment is still an established institution. Furthermore, the principal and teacher are the chief agents for administering the punishment.

## CHAPTER IV

### RECORDS AND REPORTS FOR DISCIPLINARY PROBLEMS

#### OFFICE RECORDS

VISITS to schools and conferences with principals disclosed that some schools keep a record of the disciplinary activities while others do not. The kind of records kept varies considerably. Many principals stated that they keep data concerning pupil behavior on a 5"  $\times$  3" card; others use a special printed form. One principal explained that he goes over the filed cards every few weeks. When a card shows a large number of entries, he calls or writes the parents, notifying them that the danger signal is being raised. Continued misbehavior usually brings suspension from school. Although there is little uniformity in practice in the registering of disciplinary cases, a great majority of the principals feel that a record is of great value.

Two specific questions were asked of the principals, and request was made for a sample of any printed form which the school might use for this purpose:

1. Does your office keep a record of disciplinary cases?

2. Is this record separate and apart from the permanent record?

Only 13 of the 312 schools failed to answer these questions. The results are summarized in Table IX.

Seventy per cent of these co-operating schools keep some kind of office record of discipline. This finding compares favorably with that reported by Reavis and Woellner, 71.2 per cent.<sup>1</sup> Size of groups effects little difference. The percentage distribution is as follows: for the small school 73 per cent, for the medium-sized school 64 per cent, and for the large school 74 per cent. There is no significant difference between the various geographical regions. Disciplinary records are kept by 71 per cent of the co-operating schools in the West and by 68 per cent of the co-operating schools in the East. The schools that do not keep records of disciplinary cases (30 per cent) offered

<sup>1</sup> Reavis, W. C. and Woellner, R. C., *Office Practices in Secondary Schools*, p. 121. New York: Laidlaw Brothers, 1930.

TABLE IX  
OFFICE RECORD OF DISCIPLINARY CASES

NUMBER OF SCHOOLS REPLYING	SIZE OF SCHOOL			Total (312)
	Below 750 (59)	750- 1,499 (133)	Above 1,499 (120)	
A. Number of schools that keep a record of disciplinary cases.....	43	85	89	217
Number of schools that do not keep a record of disciplinary cases.....	16	43	23	82
Number not replying to question.....		5	8	13
B. Number of schools that keep the disciplinary record separate from the permanent record.....	41	76	88	205
Number of schools that do not keep the disciplinary record separate from the permanent record.....	2	9	1	12

no reason for the absence of systematic records. Concerning the importance of records in disciplinary cases, the suggestion of Reavis and Woellner is pertinent: "Unless records are kept of the cases dealt with and intelligent follow-up measures are adopted, office discipline becomes little more than a perfunctory process."<sup>2</sup>

In reply to the question as to whether or not the disciplinary record is kept separate and apart from the permanent record, all but 12 of the 217 schools that reported keeping a record answered in the affirmative.

The response to the request for samples of printed forms used brought a variety of specimens. Both paper and cardboard are used for the printed form, but preference seems to be given to the heavier material. In size the record forms vary from 5" × 3" to 8" × 5". The items which most frequently appear on the printed forms were found to be the following:

Name of pupil  
Offense  
Date  
Name of teacher reporting  
Punishment or adjustment made

<sup>2</sup> Reavis and Woellner, *op. cit.*, p. 191.

Other data occasionally called for are homeroom, grade, or class, age of pupil, address and telephone number, statement concerning previous disciplinary troubles, and, in a few instances, a form for the pupil to sign as an agreement with the official as to his status for the future. It is apparent that some effort could be expended very profitably in developing an adequate form for such records. Mental hygienists could contribute much, for an examination of the items listed above shows the same fact brought out in Chapter II. Obviously the predominate motive of the school official is that of protecting himself, the teacher, and the school. There is nothing to indicate a study of causes, but rather an effort to deal with the symptoms. No sample form included items such as the clinician would want to know if he dealt with the case adequately—information concerning the mental, emotional, and social factors involved.

#### METHODS OF BRINGING OFFENSES TO THE ATTENTION OF THE OFFICE

Reavis and Woellner<sup>3</sup> inquired concerning the methods employed in bringing offenses to the attention of the office. The results of their investigation revealed that in 61.5 per cent of the cases the pupil was sent to the office with a written statement, in 37.7 per cent of the instances the pupil was instructed merely to report, and in 16.3 per cent of the cases the offender was escorted by a pupil officer. In the present study the principal was asked what method the teacher employs for bringing to the attention of the office a disciplinary problem in the classroom. The replies are shown in Table X. The method found to be most frequently employed, as in the study just quoted, is that of sending the pupil with a written statement (*A*) and the method least frequently used is that of sending the offender to the office with a pupil escort (*E*). The second most frequently used method is that of dealing with the problem directly and reporting the case to the office later (*B*). A fourth method, ranking third in popularity, is that of sending the pupil with instructions merely to report (*C*). A fifth method used more than occasionally is that of the teacher and pupil coming to the office together (*D*).

Comparison between schools of different sizes shows no significant differences. The large schools make more use of Method *E*, the pupil being escorted by a pupil officer. More principals of large schools report the use of Method *D*, where pupil and teacher come together, and more principals of small schools are shown to use

<sup>3</sup> *Ibid.*, p. 191.

Method *C*, that of instructing the pupil to report. Statistically, however, the differences cannot be regarded as significant; no comparison yielded a difference of the means which was three times its standard error.

Practice in reporting disciplinary problems varies with the school. The method found to be most frequently used, that of sending the pupil with a written statement, is never used by 13 schools, although always used by 57. Only 2 schools always use the method of sending the pupil with a pupil escort.

TABLE X

METHODS USED BY CO-OPERATING SCHOOLS IN BRINGING OFFENSES TO THE ATTENTION OF THE OFFICE

METHOD EMPLOYED	NUMBER OF PRINCIPALS REPORTING METHOD USED				INDEX OF METHOD							
	Never	Occa- sion- ally	Often	Al- ways	All Schools	Small	Medi- um	Large	L-S $\sigma$ diff.	East	West	E-W $\sigma$ diff.
A. Pupil sent with written statement..	13	123	107	57	2.69	2.51	2.72	2.60	.64	2.72	2.66	.66
B. Teacher handles temporarily and confers with someone in office later.....	6	132	133	7	2.51	2.58	2.41	2.56	.00	2.47	2.55	-1.14
C. Pupil sent with instructions to report...	29	115	100	16	2.39	2.49	2.38	2.37	-1.33	2.35	2.46	-1.22
D. Teacher and pupil come together ...	13	208	66	4	2.21	2.14	2.13	2.24	1.80	2.23	2.18	.83
E. Pupilescorted by pupil officer.....	173	56	3	2	1.29	1.12	1.30	1.35	2.30	1.25	1.39	-1.75

As between geographical sections, there seems to be no significant difference. The method of sending the pupil with a pupil escort, that of sending pupil with instructions to report, and that of the teacher handling the case temporarily and talking to someone later seem to be used more frequently by the schools of the West. The

method of sending the pupil with a written statement and that of pupil and teacher coming to the office together seem to be used more by the schools of the East. The differences, however, are not three times the size of the standard errors of the differences and are not statistically significant.

In summary, the following observations are offered concerning office records of disciplinary cases and the methods employed in reporting offenses.

1. Records of disciplinary cases are kept by at least 70 per cent of the high schools represented by this study.
2. The types of records kept are far from uniform. There is a total absence of standardization in specifications of items to be entered and in size, format, and materials of the record form.
3. School officials could benefit by co-operating with mental hygienists in devising a form that would be adequate for the purpose of recording information which one should possess in order to deal with a problem from the standpoint of the child and not merely from that of the school.
4. Of the five methods listed for reporting disciplinary problems to the office all except the last seem to be used more than occasionally. In the order of their frequency of use they are as follows:
  - (a) Pupil sent with written statement.
  - (b) Teacher handles temporarily and talks to someone in the office later.
  - (c) Pupil sent with instructions to report.
  - (d) The teacher and pupil come together.
  - (e) Pupil is escorted by a pupil officer.
5. In none of these methods is there a statistically significant difference.
6. Comparison of schools in different geographical sections indicates no significant difference. Although the differences in percentage of use of pupil escort, of sending the pupil with instructions to report, and of the teacher handling the problem temporarily and talking to someone in the office later, are in excess for the schools of the West, the ratio of the difference to the standard error of the difference in each case is less than 3. Hence the differences are probably due to sampling and are not real differences.

## CHAPTER V

### REMEDIAL DEVICES EMPLOYED WITH DISCIPLINARY PROBLEM PUPILS AND METHODS AND PERSONNEL USED IN STUDY OF PROBLEM CASES

#### FREQUENCY OF USE OF VARIOUS DEVICES

A CAREFUL search of the literature written both by school officials and by mental hygienists yielded a list of twenty-one devices, or means, recommended for dealing with disciplinary problem pupils. These measures were printed in random order on the inquiry blank and the respondent was requested to check whether the means was used never, occasionally, often, or always. The answers were similar to those submitted in other parts of the study. Each device is employed by someone, to the extent of often or always; on the other hand, each device is reported as never used by one or more principals. The principals as a group tend to make more use of certain devices than of others but there are numerous exceptions. Remedial practices with disciplinary problem pupils vary considerably. The results obtained in this part of the inquiry are given in Table XI, page 41.

For purposes of clarity and emphasis in presentation the devices reported upon may be classified into two groups, those primarily concerned with the pupil himself and those concerned with the environment. Although some devices might possibly be classified in either category, the division is a practicable one. Of the six devices that are most frequently used, five are concerned with the pupil and one with the school environment. Thus it appears that the chief efforts of the school in changing the behavior of disciplinary problem pupils are directed toward the pupil himself.

#### DEVICES PRIMARILY CONCERNED WITH THE PUPIL HIMSELF

The remedial devices classified as those primarily concerned with the pupil are tabulated on the opposite page with their indexes of frequency.



Remedial Device	Index
Persuasion and suggestion .....	3.11
Trying to improve the health of the pupil when below par .....	2.53
Frequent reporting to parents .....	2.47
Probation for pupil .....	2.37
Providing of food and clothing for pupil if needed .....	2.36
Assigning of problem pupil to some one teacher for guidance ...	2.09
Asking some adult in community to accept responsibility for guidance of pupil .....	1.55
Placing of pupil in a discussion group where he may get help ...	1.72
Delegation to a particular student organization responsibility for pupil .....	1.35

The means found to be most often used is that of persuasion and suggestion. Nearly 90 per cent of the schools use it often or always. Apparently principals have great faith in the "treatment" interview<sup>1</sup> with a problem pupil as a means of changing his behavior. All other means appear to be negligible in comparison with that of talking to the pupil and persuading him to change his ways. Most principals admit, when specifically asked about results, that the outcomes are not as satisfactory as they would like, but they are slow in taking up other devices that supply new stimuli or new environments. In some instances, no doubt, advice from the principal, assistant principal, or teacher will be accepted and acted upon by the offending pupil. The chief criticism of such a procedure, however, is that it is too seldom based upon a careful diagnosis of the case. A few facts are seized upon by the disciplinarian and a command is given for future conduct. The causes of misconduct not being known or properly provided against, the culprit finds himself unwilling or unable to change his behavior. The fact that the advice comes from his elders, too, perhaps adds little to its weight. In spite of the teaching of modern psychology as to the specificity of learning, the belief is still widespread that knowledge about good conduct assuredly leads to good conduct in practice. Treatment interviews seem to be held with that idea in mind. Consequently, the interview is repeated often—and frequently with disappointing results.

Other methods that attempt to effect a change within the individual himself are those of assigning the pupil to some adult or to a particular teacher, the placing of the pupil on probation, or the reporting of the pupil more frequently to the parents. The practice of assigning

<sup>1</sup> Symonds, P. M., *Diagnosing Personality and Conduct*, p. 207. New York: Appleton-Century Company, 1931.

pupils to adults in the community is almost never indulged in by these schools; however, the policy of assigning such pupils to teachers as their special wards is much more common, approximately 20 per cent of the schools following this practice often. The practice of frequent reports to the parents of these pupils is even more extensively used than probation. All of these methods are effective for some pupils. The effectiveness depends largely upon the purpose, spirit, and understanding with which the policies are administered. If the system merely coerces the pupil it is likely to have very little influence. To avoid such exploitation, many schools refuse to use these devices. On the other hand, if these plans are systematic means of individualizing the study of causes of misbehavior in the disciplinary problem cases, they may be of inestimable value in a thorough diagnosis and treatment of the case. As administered at present, there is perhaps little of educational value in them. They merely mean added restraint.

Two other plans that attempt to change directly the mental life of the pupil himself are those of delegating the responsibility for the conduct of a problem pupil to a student organization and of placing the pupil in a discussion group where he may receive help. Two-thirds of the schools represented never place responsibility for the conduct of a pupil upon a student organization. Less than one-third state that they do so only occasionally. The practice is rare and probably should be. Misbehavior is a form of maladjustment that should require the services of one versed to some degree in the principles of mental hygiene. It is hardly reasonable to expect students to do the work of a mental hygienist.

A few schools approach the problem of the deviate in behavior indirectly by organizing discussion groups among the students for the purpose of stimulating thought and action. If the problem is that of poor sportsmanship, gambling, profanity, obscenity, "thumbing" rides, hazing freshmen, smoking in the building, cheating, or some other problem about which public opinion needs crystallizing, a forum for discussion and action is a very valuable device in the reported practices of about ten per cent of the principals. About one-half of the principals use the plan only occasionally. Apparently the schools are not using this device to the extent of its possibilities in socializing the individual. Where the school is organized on a homeroom basis the opportunity for such discussion is plentiful; however, visits to schools so organized revealed almost a total absence of such procedures.

Recent years have shown a marked increase in the interest of providing for the physical needs of students. The second most frequently used device reported in the present study is that of trying to improve the health of the pupil. Ten per cent of the schools report the practice as always followed. Thirty-seven per cent indicate that the plan is often followed. More than half of the schools either never or only occasionally attempt to improve the physical health of the problem pupil. Mental hygienists stress the importance of good physical health as a requisite to normal school and social adjustment. In spite of the determined efforts in recent years to stress the importance of good health as a prerequisite to satisfactory school work and effective citizenship, the lag in practice is still considerable.

The respondents to this inquiry indicated a generous practice in regard to supplying food and clothing for those students in need. One-third of the schools provide such help often or always. Sixty per cent do so occasionally. Only about five per cent never employ this sort of remedial work. The fact that this means of helping the disciplinary problem pupil is so widely used challenges thought, because adolescent pupils are sensitive about receiving charity. Lack of food and proper clothing possibly keeps some secondary boys and girls from attending school. A study of suitable methods to be employed in dispensing such help should make the practice even more widespread.

#### DEVICES PRIMARILY CONCERNED WITH THE SCHOOL ENVIRONMENT

Remedial work with disciplinary problem pupils may be directed primarily to the school environment. At least seven devices are included in this group and are shown below with their indexes of frequency:

Remedial Device	Index
Adjustment of the entire program of the pupil to his capacities and abilities .....	2.50
Encouragement of the pupil to join a club .....	2.11
Giving problem pupil position of responsibility or leadership ...	1.98
A change of course .....	1.97
A change of teacher .....	1.88
Use of school funds to encourage known but undeveloped interests .....	1.36
Transfer to another school .....	1.34

Fifty per cent of the schools responding report that they adjust often or always the entire program of the pupil to his capacities and

abilities, but the other fifty per cent indicate that they never or only occasionally make such adjustment. This report is probably more favorable than the facts warrant. No doubt many principals based their reply on the fact that the school attempted to guide pupils into courses suited to their capacities and abilities at the time of registration. Obviously many of the schools in this group do not make adjustments at any time, for only 8 per cent indicate that they often change a course for a pupil, and less than 3 per cent often change a teacher. These two devices rank thirteenth and fourteenth in the list of all means used. If the schools effect at any time an adjustment of the entire program of the pupil corresponding to his capacities and abilities these two devices would be expected to assume a rank of major importance. Principals quite generally have a mental reservation against the policy of changing courses or teachers during the term. More than 11 per cent of the respondents never change a course for the disciplinary problem pupil and 15 per cent never change a teacher. Those who do make such changes do so only occasionally.

Some schools transfer disciplinary problem pupils to other schools. This policy was in vogue in at least three large city systems whose principals responded to this inquiry. The device is the least often used of any of the twenty-one. Two-thirds of the schools never use it; one third of them use it occasionally. One would expect a more frequent use of such means, for public schools are not particularly suited to the adjustment of certain types of emotional and social behavior problems. The transfer of pupils from one school to another often provides a new environment that is conducive to the building of new and better habits and attitudes. The fact that the practice is so rare does not discredit the plan. The administration of such a scheme requires information on the part of the principal concerning the advantages of various schools and the needs of the child. A transfer is better than a withdrawal from school.

The very thing needed by some disciplinary problem pupils is the awakening and the encouraging of interests. For this purpose the school club is a ready stimulus. About 25 per cent of the principals report that they often or always make use of the school club in the program of remedial work with problem pupils. On the other hand, 15 per cent never use it and 60 per cent only occasionally. The device ranks ninth in frequency of use. The extensive use of the school club by 72 schools reporting use of it often or always for work with disciplinary problem pupils suggests that they had found it effective.

If this is the case, the high frequency of its use bears testimony to the claims made for it by writers on extracurricular activities.

Frequently a position of responsibility or leadership has a steadying effect upon a pupil. Some principals utilize this device for that purpose. In this inquiry about 13 per cent of the principals often use this means, but nearly 15 per cent never use it. The other 72 per cent use it occasionally. Some of the respondents felt so hostile toward the plan that they wrote in explanation of their report that they did not believe in rewarding wrongdoing, that positions of responsibility and leadership should be earned and not given. The point of view that the student should not be allowed to capitalize on his misbehavior is a valid one, but on the other hand it has been established that new responsibilities often develop new habits and attitudes.

Occasionally a problem pupil can be stimulated to productive and socially useful activity when funds are available for supplies or instruments needed in developing his interests. Some schools have a reserve fund for taking care of such demands. In this investigation less than one-twentieth of the schools make use of school funds often for such purposes. Two-thirds of the schools never use them for that objective. About one-fourth of the schools supply school funds occasionally for that purpose. If interests are as important to learning as teachers think they are, the schools might very well give more attention to this problem of securing the materials needed in developing them.

#### DEVICES PRIMARILY CONCERNED WITH THE HOME AND OUTSIDE ENVIRONMENT

The remedial work with disciplinary problem pupils may profitably be extended to the environment beyond the school, to the home and to the places of recreation and social life. The extent of use reported for the following devices is indicated by the index of frequency obtained for each.

Remedial Device	Index
Visit to the home .....	2.27
Obtaining part-time work for the pupil .....	2.14
Recommendation to parents for a change in their methods of control .....	2.11
Change of parent attitude through special lecture or bulletin sponsored by school .....	1.68
Securing a camp scholarship or membership in an outside of school organization for pupil .....	1.47

The most frequently used device in this group is that of a visit to the home of the pupil. In one-third of the schools someone often or always visits the homes of disciplinary problem pupils. In 60 per cent of the schools the practice is only occasional and in about 7 per cent, according to the statement of the principals reporting, a visit to the homes of the disciplinary problem pupils is never made. The visiting teachers movement attests the value of properly conducted visits to the home. The 22 schools that never use this device, as well as the 182 schools that use it only irregularly, are missing an opportunity to gain valuable information concerning the many stimuli that are acting upon the pupil.

There are instances where employment will prove beneficial in remedial work with a behavior problem pupil. Work steadies the individual and gives him an income of his own. About 23 per cent of the schools make an effort to obtain part-time work for such pupils often and another 68 per cent do so occasionally.

The co-operating schools are doing very little to change the attitude of the parents toward discipline, by recommending a change in the methods of control or by sponsoring a special lecture or bulletin by the school. Eighty per cent of the schools responding either never or only occasionally make recommendations to parents for a change in methods of control. Forty per cent of the schools never use bulletins or lectures to educate parents about disciplinary problem pupils and 50 per cent more do so only occasionally. If one may judge the practice in general by those replies, endeavor on the part of the school to enlighten the parent on matters of discipline is restricted to a small percentage of schools. Since the parent is in control of the educational process for several hours of the day he should be helped to direct the learning in an approved manner. The schools can help parents in the training of their children to a far greater degree than is being done at present.

Case studies often emphasize the need of a better social and recreational program for a disciplinary problem pupil. Frequently the family is unable to provide the fee necessary for membership and participation. The schools represented in this inquiry very seldom secure a camp scholarship or membership for a pupil in an organization outside of school. Only 4 per cent use the device often and 56 per cent never use it. The other 40 per cent report occasional use.

It is obvious from this analysis that only limited use is made of various remedial devices, and serious doubts can be raised as to the

TABLE XI  
 REMEDIAL DEVICES EMPLOYED BY THE CO-OPERATING SCHOOLS AS REPORTED BY THEIR PRINCIPALS

DEVICES EMPLOYED	NUMBER OF PRINCIPALS INDICATING DEVICE USED						INDEX OF USE						
	Never	Occa- sionally	Often	Always	All Schools	Small	Medium	Large	L - S		East	West	E - W $\sigma$ diff.
									$\sigma$ diff.				
Persuasion and suggestion.....	1	30	210	65	3.11	3.05	3.08	3.16	1.20		3.02	3.21	-2.37
Improving health of pupil.....	14	143	113	30	2.53	2.01	2.56	2.56	5.00		2.47	2.55	-1.00
Adjustment of entire program..	27	124	126	26	2.50	2.25	2.53	2.57	2.66		2.01	2.19	-1.80
Frequent report to parents....	11	155	125	14	2.47	2.42	2.45	2.49	.74		2.41	2.54	-1.66
Probation for pupil.....	9	175	113	3	2.37	2.25	2.37	2.41	2.00		2.29	2.48	-3.39
Providing of food and clothing.	16	187	78	23	2.36	2.17	2.32	2.47	2.75		2.30	2.40	-1.28
Visit to home of pupil .....	22	182	91	7	2.27	2.29	2.28	2.25	-.44		2.25	2.28	-.43
Obtaining part-time work.....	30	204	68	2	2.14	1.96	2.18	2.18	2.32		2.04	2.27	-3.28
Encouragement to join club....	43	176	68	4	2.11	2.07	2.06	2.18	.78		2.03	2.23	-2.50
Recommendation to parents for a change in methods of control.	23	226	53	1	2.11	2.13	2.26	2.11	-.28		2.10	2.12	-.36
Assignment of pupil to one teacher	43	192	58	6	2.09	2.00	2.06	2.15	1.50		2.02	2.17	-2.14
Giving pupil position of respon- sibility .....	44	224	38		1.98	2.11	1.89	2.00	-1.60		1.96	2.00	-.71
Change in course.....	34	244	26		1.97	1.82	2.00	2.01	2.70		1.92	2.04	-2.14
Change in teacher.....	45	251	8		1.88	1.79	1.84	1.95	2.00		1.84	1.88	-1.00
Placing pupil in discussion group	111	152	25	2	1.72	1.78	1.67	1.72	-.46		1.68	1.83	-2.14
Change of parent attitude through special lecture or bulletin....	116	145	20	3	1.68	1.64	1.70	1.67	.32		1.60	1.80	-2.85
Assignment of pupil to some adult	149	137	12	1	1.55	1.59	1.52	1.55	-.36		1.43	1.63	-2.85
Securing camp or club member- ship for pupil.....	168	113	10	2	1.47	1.32	1.45	1.57	3.12		1.49	1.61	-1.71
Use of school funds to encourage interests .....	205	76	13	1	1.36	1.43	1.37	1.29	-1.55		1.33	1.37	-.66
Delegation of responsibility to student organization.....	197	90	6		1.35	1.36	1.31	1.37	.11		1.30	1.40	-1.56
Transfer to another school.....	190	97	1		1.34	1.21	1.25	1.51	3.70		1.30	1.40	-1.78

efficacy of the one used most frequently—that of persuasion and suggestion.

Comparison between schools shows a greater use of all devices by the large school except on six items and in those cases the ratio of the difference to the standard error is too small to indicate that the difference in favor of the small school is significant. The remedial devices for which the large school reports greater use and in which the difference between the means of the large and small schools is two or more times the standard error of the difference is shown below. The numbers in the right-hand column represent the difference of the means divided by the standard error of that difference for each of the devices.

Improving health of pupil .....	5.00
Transfer to another school .....	3.70
Securing camp or club membership .....	3.12
Providing food and clothing .....	2.75
Change in course .....	2.70
Adjustment of entire program of pupil to capacities and abilities .....	2.66
Obtaining part-time work for pupil .....	2.34
Probation for pupil .....	2.00
Change in teacher .....	2.00

The first three devices in the list have ratios above 3 and may be regarded as significant. The difference of use in favor of the large school challenges the attention. The large school does more for the health of the pupils. Furthermore, the large school more often transfers the problem pupil to another school or secures a camp or club membership for him.

One other attack on this problem is that of determining differences between schools of different geographical regions. When comparisons are made between the schools of the East and schools of the West by the index technique the differences are quite as noticeable as those between small and large schools. On all twenty-one devices the schools of the West show a greater frequency of use. On nine of the twenty-one devices the difference is more than twice the size of the standard error, as is shown in the following list:

Probation for pupil .....	3.39
Obtaining part-time work .....	3.28
Change of parent attitude .....	2.85
Assignment of pupil to some adult .....	2.85



Encouragement of pupil to join a club .....	2.50
Persuasion and suggestion .....	2.37
Assignment of pupil to one teacher .....	2.14
Change in course .....	2.14
Placing pupil in discussion group .....	2.14

Only the first two devices have differences whose ratios to the standard errors are 3 or more and may be regarded as significant.

According to the evidence obtained, large schools and the schools of the West make more frequent use of some of the devices listed. Is the explanation that the schools of these two categories are more progressive, or that they have greater need of the devices because of the frequency of their problems? Or is the difference due to variability in the reporting?

#### DEVICES PREFERRED

The respondent was asked to say which device he considered the most valuable. No limitation was placed on the number of devices that the respondent might name. Every device except that of securing a club or camp membership for the pupil was preferred by some one principal. The most frequently designated device was that of persuasion and suggestion. Two-thirds of the principals find it most valuable of all. Principals of small, medium-sized, and large schools alike voted for it as the most valuable device. The next most valuable remedial device is that of the adjustment of the entire program of the pupil to his capacities and abilities. Other devices frequently preferred were reporting to parents more frequently than in the case of other pupils, visiting the home, and trying to improve the health of the pupil. Although practice placed trying to improve the pupil's health second, preference placed it fifth in the list. Visiting the home ranked fourth on the preferred list, but seventh in actual practice.

In the main the two lists agree; the principals prefer what they practice. Devices most frequently used or preferred are those that deal with the pupil himself, those that attempt to change his ideas by persuasion or force. Very little is being done to make a complete change in environment. Discipline is regarded apparently as a matter of obedience and docility to the teacher and principal. When aid is sought from the parents it is invoked for the purpose of assuring the desired obedience. Devices which promote a better understanding of the pupil and which open up new interests to him rank low in use and preference.

## STUDY OF PROBLEM PUPILS

It is a practice in some schools to make a special study of problem pupils. For instance, in one school whose principal responded to this inquiry, the disciplinary problem pupil is separated from the group and is temporarily assigned to a remedial room. The pupil stays in the remedial room until he decides that he wishes to make an adjustment; it may be for an hour or for weeks. The teacher in charge of the remedial room has the pupil make out a statement showing the reason for his being sent. The teacher involved does the same. Then the remedial teacher talks matters over with the pupil, trying to help him see the situation as it really is. While he is in the remedial room the student continues his work and his teachers check the results each day.

In another school system disciplinary problem pupils are sent to a special school for maladjusted pupils. In either plan there is a concentrated study of the child, his capacities, abilities, and habits. Furthermore, the study is made by teachers who are more enlightened than the average teacher concerning maladjustment. They are supposed to know more about diagnosing personality and conduct.

As a preliminary to any remedial work, a study of the pupil seems imperative. The principals responding were requested to check from the devices printed on the inquiry blank those that they employ in such study. Five methods for the study of problem pupils were listed and provision was made for checking each one, whether used never, occasionally, often, or always. The five methods concerning which information on extent of use was solicited were:

Thorough health examination by dentist and physician

Pupil given standard tests

Contact made with a clinic for remedial treatment

Pupil given an interest questionnaire

Study of pupil interests and abilities by having pupils rate each other

By using the index technique as in other parts of the study, certain facts are made known, as appear in Table XII. The method most common among the five listed is that of the health examination; another practice almost as frequent is that of giving standard tests to determine capacities and abilities. An index of 2 represents occasional use and one of 3 represents often used. Health examination as a method of study has an index of 2.52 and the giving of a standard test an index of 2.48.

TABLE XII

MEANS OF STUDYING PROBLEM PUPILS AS REPORTED BY THE  
PRINCIPALS OF THE CO-OPERATING SCHOOLS

MEANS USED	NUMBER OF PRINCIPALS REPORTING MEANS USED								INDEX OF MEANS			
	Never	Occa- sion- ally	Often	Al- ways	All Schools	Small	Medi- um	Large	L-S $\sigma$ diff.	East	West	E-W $\sigma$ diff.
Health exami- nation by dentist and physician...	20	139	110	35	2.52	2.34	2.39	2.64	2.00	2.53	2.55	-.25
Pupil given standard test to determine capacities...	41	134	76	56	2.48	2.46	2.45	2.63	1.88	2.37	2.50	-1.22
Clinic advice for remedial treatment...	49	169	66	12	2.14	2.01	2.08	2.25	3.48	2.10	2.17	-.87
Administering interest ques- tionnaire....	117	118	46	13	1.84	1.94	1.92	1.71	-1.77	1.73	1.92	-1.90
Study of inter- ests and abil- ities of pupil by pupils' ratings.....	236	47	4	0	1.19	1.28	1.19	1.14	-1.75	1.14	1.24	-2.00

Thus each of these methods is used much more frequently than occasionally. Contact with a clinic for remedial treatment is made more frequently than occasionally. Methods much less frequently employed are the use of interest questionnaires and pupils' ratings of each other; however, some schools do use such methods.

Comparison between large and small schools reveals differences in practice. The greatest difference is in the use of clinics for advice. For the small school the index is 2.01 and for the large school 2.25. The ratio of the difference to the standard error of the difference is 3.48. The differences obtained for the other methods are probably due to sampling, since they are less than three times the size of their standard errors.

Little difference appears between the schools of one section and those of another in the use of these five instruments. Schools of the East seem not to have their pupils rate each other to as great extent

as do those of other sections; however, the practice is not general in any part of the country. It is of interest that for all five methods the index numbers for the section designated as West are higher than for those of the East; however, all of these differences disappear when tested for reliability.

The schools co-operating in this study do make more than occasional use of the health examination, of standard tests, and of advice from a clinic in the studying of disciplinary problem pupils. About 15 per cent of them use the questionnaire often to discover interests of such pupils. Almost no use is made of pupil ratings of one another. No attempt was made to discover the extent of use of other methods of studying problem pupils such as observation of the pupil by individual teachers.

#### THE INTERVIEW

Two questions were asked the principals concerning the interview with a disciplinary problem pupil. These questions were:

1. Is it a common practice to have more than one interview with the same disciplinary problem pupil in regard to a particular offense?
2. Does the interview with a disciplinary problem pupil usually take place immediately after a case is referred?

The responses to these two questions are summarized below.

TABLE XIII

PERCENTAGES OF SCHOOLS FOLLOWING CERTAIN PRACTICES WITH THE INTERVIEW

PRACTICE FOLLOWED	PER CENT				L - S	PER CENT		E - W
	All Schools	Small	Medium	Large	$\sigma$ diff.	East	West	$\sigma$ diff.
Common practice to have more than one interview with the same disciplinary problem pupil. . . . .	65.5	72.9	68.0	58.8	-1.91	62.1	67.2	-.83
Interview takes place immediately after a case is referred. . . . .	88.8	87.9	88.7	89.4	.29	90.8	86.4	1.25

Two-thirds (65.5 per cent) of the schools make it a common practice to have more than one interview with disciplinary problem pupils.

The practice seems more frequent in small schools and in the West than in the large schools and in the East. Those schools that do not make it a practice to hold more than one interview with a problem pupil are not conducting the interview according to the principles of mental hygiene, to which Symonds refers when he says:

Some psychiatrists believe that one is seldom able to cope successfully with a problem in the first interview. They believe that there is something about the initial contact that prevents the subject from fully revealing himself, and that the pupil has to get away and think the thing over in order to come back and be able to tell his complete story.<sup>2</sup>

Eighty-eight and eight-tenths per cent of the schools report that the interview is held immediately after the case is referred. Very little difference appears between the various size-groups of schools or between different geographical regions. Small schools and the schools of the West report a slightly lower percentage, but the difference is not significant. In view of the large percentage of schools that hold the interview at once another quotation from Symonds is pertinent:

One should make careful preparation for an interview. As much information as possible should be obtained about the person to be interviewed before the interview actually takes place. One should consult the school records and familiarize oneself beforehand with the school attendance, home address, age, occupation of father, correspondence with the home, and so on. . . . Knowing the pupil's outstanding accomplishments before the interview is of assistance.<sup>3</sup>

Thus actual practice and theory appear to be very different. The attitude is quite prevalent that the principal must be prompt and positive. Whether this assumption is justified or not, there are a number of schools that have the opposite practice, especially with respect to holding more than one interview. The data are another indication of the lag of practice behind theory.

#### AUXILIARY OFFICIALS

In view of the increased interest in mental hygiene and the stimulation of the movement from various sources the schools should be expected to employ specialists for mental hygiene work. The principals in this inquiry were asked if their schools had the services of any of the following and if for full or part time: psychologist, psychiatrist, physician, visiting teacher, nurse, dentist. They were also requested

<sup>2</sup> Symonds, P. M., *Mental Hygiene of the School Child*, p. 216. New York: Macmillan, 1934.

<sup>3</sup> *Ibid.*, p. 211.

to write out the name of the board or organization sustaining the official. The results of the inquiry are shown in Table XIV.

TABLE XIV  
PER CENT OF SCHOOLS EMPLOYING CERTAIN AUXILIARY OFFICIALS

AUXILIARY OFFICIAL AND SIZE-GROUP*	EMPLOYED FOR		BOARD OR ORGANIZATION SUSTAINING				
	Part Time	Full Time	Board of Educ.	City Govt.	County Govt.	Private or Char- itable	Not Stated
Psychologist							
Below 750.....	8.5	3.4	14.3	28.6		14.3	42.8
750-1,499.....	10.5	1.5	25.0				75.0
Above 1,499.....	25.8	2.5	50.0	2.9	2.9	5.8	38.4
Total.....	16.0	2.2	38.6	5.3	1.7	5.3	49.1
Psychiatrist							
Below 750.....	8.5						100.0
750-1,499.....	12.0	2.2	31.6		5.3		63.1
Above 1,499.....	25.8	.8	38.2	2.9	2.9	17.6	38.4
Total.....	16.7	1.3	33.9	5.4	3.6	10.7	46.4
Physician							
Below 750.....	64.4	1.7	33.3	17.9	5.1		43.7
750-1,499.....	58.5	6.8	37.9	6.9	4.6		50.6
Above 1,499.....	70.0	5.8	42.8	3.3	3.3		50.6
Total.....	64.1	5.4	39.1	7.3	4.1		49.5
Visiting Teacher							
Below 750.....	10.2	5.1	55.5				44.5
750-1,499.....	15.0	8.3	32.2				67.8
Above 1,499.....	25.8	9.1	57.1				42.9
Total.....	18.2	8.0	47.6				52.4
Nurse							
Below 750.....	42.4	20.3	40.5	2.7	5.4		51.4
750-1,499.....	51.1	24.0	39.0	6.0	1.0	1.0	53.0
Above 1,499.....	40.0	36.7	50.0	1.1	3.3		45.6
Total.....	45.1	28.2	43.6	3.5	2.6	.4	49.9
Dentist							
Below 750.....	32.2	1.7	30.0	10.0	15.0		45.0
750-1,499.....	44.3	3.0	23.8	3.2	1.6	7.9	63.5
Above 1,499.....	47.5	.8	37.9	3.5		6.9	51.7
Total.....	43.2	1.9	30.4	2.8	2.1	8.5	56.2

\* The number of schools reporting is: 59 small schools (below 750); 133 medium-sized schools (750-1,499); and 120 large schools (above 1,499).

Of all special officials the one most likely to be found as a part-time employee is the physician. Sixty-four per cent of the schools report that they have the part-time services of a physician and another 5 per cent have full-time services. Forty-five per cent of the

schools have part-time nurses and 28 per cent have full-time. Forty-three per cent of the responding schools have dentists part time and 2 per cent have such help full time. Thus the schools are attempting to deal with the health of pupils. The percentage of schools dealing with the social and emotional life of the pupil, his mental health, as represented by visiting teachers, psychologists, and psychiatrists is much below that for dealing with the physical side. The percentage is 18.2, 16.0, and 16.7 in the order named for part-time employees and 8.0, 2.2, and 1.3 for full-time employees.

Striking differences appear in methods of support. Although the responses to this part of the inquiry were not satisfactory (only about one-half of the respondents answered this question), it appears that the board of education and the local city and county government are more likely to support the physician, nurse, and visiting teacher than the dentist, psychologist, or psychiatrist.

As between the various sized schools there is a definite trend for the number of such officials to increase as the size of the school increases.

## CHAPTER VI

### EXTRACURRICULAR ACTIVITIES AND DISCIPLINE

#### VALUE OF EXTRACURRICULAR ACTIVITIES FOR DISCIPLINARY CONTROL

Most writers in their defense or promotion of extracurricular activities point to their effect on the morale or discipline of the school. McKown, for example, in his enumeration of the objectives of extracurricular activities cites that of "fostering sentiments of law and order." His point of view is revealed in the following quotation:

The poorest discipline in the world is that which is effected through fear. It is not even intelligent discipline. The best discipline is that which comes from within and comes because the group itself takes pride in holding up its own standard. The more students there are interested in the welfare of the school, the less discipline there will be necessary, because there will be more lovers of the school to stand up for it.<sup>1</sup>

Edmonson, Roemer, and Bacon uphold the same thesis in their evaluation of the extracurricular program:

Another important value (of extracurricular activities) is the influence that co-operative control has on the conduct of the pupils, to say nothing of the valuable part it plays on school spirit and loyalty. It is not meant that the teacher and principal can sit back and free their hands of the problem of discipline, but it will help to remedy the problem to a great extent. It is not advisable to try to solve a bad disciplinary situation by the use of student help, but in an average or better than average school there should be no reason for failing to achieve a great improvement of discipline.<sup>2</sup>

Morgan and Cline stress the importance of such activities for similar purposes, as the following excerpt indicates:

The solution of the problem of discipline through social organization rather than through the establishment of a formidable machinery for handling misfits after they become conspicuously troublesome, is the only means that will yield worth while social results.<sup>3</sup>

<sup>1</sup> McKown, Harry C., *Extracurricular Activities*, p. 6. New York: Macmillan, 1927.

<sup>2</sup> Edmonson, J. B., Roemer, Joseph, and Bacon, Francis I., *Secondary School Administration*, p. 123. New York: Macmillan, 1932.

<sup>3</sup> Morgan, M. Evan and Cline, Erwin C., *Systematising the Work of School Principals*, p. 212. New York: Professional and Technical Press, 1930.



Respondents to this inquiry frequently wrote the comment on the margin of the blank or added in a letter the same thought, that an effective student organization keeps down the disciplinary problems to a minimum. The principal of one well-known and reputable school in the metropolitan area wrote :

We have an efficient student organization which handles most of the school problems.

Conversations with principals, assistant principals, deans, and teachers on visits to numerous schools have confirmed this judgment. School officials very generally believe that there is an intimate connection between discipline or morale and the opportunity of the students to participate in the administration of the school. In some schools the participation scheme takes elaborate forms imitating adult society with courts, officers, and standard penalties; in other schools the organization is simple, informal, and limited in its activities. Obviously, the extent of the influence of the student organization on discipline is confined to the number of schools that have such organizations and to the activities they perform. One important question in this inquiry sought to ascertain the use made by the co-operating schools of students themselves and their organizations in disciplinary control.

#### EXTENT OF STUDENT PARTICIPATION IN DISCIPLINARY CONTROL

The questions dealing with student activities and disciplinary control were devised about three main topics: (*a*) the provision for student organization for participating in the administration of the school, (*b*) the activities or places to which such participation applies and the policy with respect to the enforcement of the rules and regulations of the student organization—by whom enforced, the effect on the status of the offender, the use of student courts for arriving at judgment, and (*c*) finally, the amount of limitation for participating in extracurricular activities by means of scholarship requirements.

The response to this part of the inquiry was most gratifying. Three hundred and five of the 312 schools answered the questionnaire. The status of participation in the schools is shown by the per cent of schools observing the practices indicated. Comparison between schools of different size and between schools of different geographical areas is made by dividing the difference in per cent between the two groups compared by the standard error of that difference. A ratio of less

than 3 is considered of doubtful significance; that is, the difference obtained is likely to be due to sampling rather than to size of school or to section of the country. The results of the inquiry are shown in Table XV.

The respondents in 71.8 per cent of the schools replied that in their schools the students participate in the administration of the school. The large schools in this inquiry have a little more favorable showing (78.0 per cent) but the difference appears not to be significant when examined for reliability. Schools of the West as contrasted with those of the East have a larger percentage with students participating in the administration of the school, 77 per cent in the former region and 67 per cent in the latter. This difference is twice the size of the standard error and is probably a true difference. If the good that is claimed for student participation is a reality one wonders at the lethargy of those school officials represented by the 28.2 per cent who do not have such organizations in their schools. In spite of the popularity of the extracurricular movement, the wealth of literature on the subject, and the number of courses offered by teachers colleges in that field, almost 30 per cent of the schools represented by this inquiry do not have student participation in the administration of the school. It is quite probable that the percentage is even less favorable for the country in general.

In those schools that have student organizations for participating in the administration of the school, effort is directed toward the objective of uniformity in observing school regulations. Rules are most frequently made by the students in regard to behavior in the corridors, the assembly hall, the toilets, the cafeteria, and playground in the order named. Seventy-three per cent of the schools in this group make rules in regard to behavior in the corridors and 47 per cent with respect to conduct in the cafeteria and on the playground. About one-third of the schools that have student participation schemes make rules in regard to the library and study hall. Only a fourth of them make rules for classroom behavior or for conduct on the bus or streetcar.

Comparison between small schools and large schools shows that on seven of the ten points of comparison there are more small schools than large ones in which the students make rules; however, when tested for reliability all of these differences appear to be without significance. The students of the large school seem to be far more likely to make rules in regard to behavior in the cafeteria; the percentage is 58 per cent for the large school as compared with 30 per

TABLE XV

PERCENTAGES OF THE SCHOOLS IN THE DIFFERENT GROUPS OBSERVING  
THE PRACTICES INDICATED IN SPECIFIC  
EXTRACURRICULAR ACTIVITIES

	PER CENT				L - S	PER CENT		E - W
	Total	Small	Medium	Large	$\sigma$ diff.	East	West	$\sigma$ diff.
I. Students participate in administration.....	71.8	67.8	68.0	78.0	1.4	67.5	76.9	-2.00
II. In this participation group students make rules for pupil behavior in:								
Classroom.....	25.0	30.0	23.0	24.0	-.7	23.2	26.2	-.50
Corridors.....	73.0	67.5	75.0	74.0	.7	69.6	75.7	-1.00
Toilets.....	54.0	57.5	59.0	49.0	-.9	53.6	55.1	-.15
Assembly hall.....	55.0	62.5	56.0	50.0	-1.4	48.2	61.7	-2.08
Playground.....	47.0	60.0	49.0	39.0	-2.2	47.3	42.2	.74
Gymnasium.....	27.0	37.5	26.0	24.0	-1.6	27.7	27.1	.16
Cafeteria.....	47.0	30.0	44.0	58.0	3.1	50.9	42.9	1.19
Library.....	37.0	52.5	37.0	30.0	-2.4	33.0	41.1	-1.23
Study hall.....	34.0	47.5	32.0	30.0	-1.8	30.4	39.3	-1.40
Bus, streetcar.....	22.0	15.0	24.0	23.0	1.1	25.0	18.7	1.07
Students enforce rules.....	36.5	35.0	32.0	41.2	1.8	36.7	38.2	-.46
Action affects only:								
Extracurricular status .	15.6	7.5	14.8	20.6	2.4	16.1	14.9	.20
Curricular status.....	.9	5.0	0.0	0.0	-1.4	1.8	.9	.62
Both curricular and extracurricular .....	20.0	22.5	17.2	20.6	-.1	18.0	22.4	-.55
School has student court....	25.0	27.5	19.5	29.0	.2	26.8	22.4	.86
III. Minimum scholarship required for:								
Club membership.....	48.5	40.0	53.7	47.0	.9	44.5	67.7	-4.10
Participation in inter-school contests.....	93.5	92.7	92.7	94.7	.5	91.8	91.1	.30
Membership in student council.....	75.4	65.8	77.2	77.7	1.4	64.6	83.0	-3.39
Holding homeroom office	46.1	45.4	47.4	45.1	-.3	42.9	50.9	-1.23
Staff service for publications.....	79.3	69.4	77.5	85.6	2.3	73.3	87.5	-3.04
Club membership restricted to vote of members.....	18.9	18.7	19.1	18.7	0.0	22.2	15.2	1.50
Club membership extended to any who choose.....	91.6	85.7	93.1	92.9	1.3	90.8	88.9	.51

Percentages for parts I and III obtained by dividing the number of schools observing the specific practice by the total number of schools responding to the question; percentages for part II by dividing the number of schools observing the practice by the number of schools having student participation schemes.

cent for the small school and the ratio of the difference to the standard error of the difference is 3.1. One possible explanation of this difference may be that the school of less than 750 frequently has no cafeteria. The returns do not permit proper evaluation of this point. Observation on visits bears out the findings. The problem of serving large groups of people in the cafeteria requires an efficient organization, and students have proved to be worthy officials in that capacity.

In the library and on the playground the group of small schools has a larger percentage in which the students make rules, but the ratio of the difference to the standard error is too small to be significant.

Practice in respect to these ten items is very much the same among the schools of the West and of the East. There appears to be no significant difference between the two geographical areas on any one of the ten items.

The interesting fact that emerges from these data is that practice is widely varied, not between the groups compared but between individual schools within the groups. Although the students in 75 per cent of the schools that have a student participation scheme do not follow the practice of making rules in regard to classroom behavior, 25 per cent of them do follow such a policy. Likewise, the students in 78 per cent of the schools in this group do not make rules for behavior on the streetcar or on the school bus, but 22 per cent of them do make such rules. The great variation in practice is not between large and small schools as a group nor between schools of the East and schools of the West but between individual schools. Progressive or reactionary practices may be found in all groups whether determined by size or geographical location. If one may judge from the replies to this questionnaire, the schools generally are not inclined to make it a practice to entrust students with the responsibility of making rules in regard to student behavior except in passing to and from classes although some schools allow students complete control over student conduct in all places. Certainly the American high school offers a wide opportunity for difference in practice and the schools are taking advantage of that fact. One can find almost any practice, from that of complete faculty control to that of nearly full student management.

#### ENFORCEMENT OF RULES

A corollary of the policy of making rules for behavior is the practice of enforcing these rules. In response to the question of whether

or not the students enforced their rules, only 36.5 per cent of the principals of schools having student participation schemes answered in the affirmative. School officials generally reject the policy of student enforcement of rules and regulations even when the students make the rules. The practice is in no more favor in large schools than in small schools, in schools of the West than in schools of the East. Approximately one-third of the 71.8 per cent of the schools that have student participation schemes indicate that the students in these schools do enforce the rules they make. Apparently the others expect the faculty to enforce the rules and regulations made by the students. The fact that some schools set up elaborate student machinery for dealing with offenders and believe that the outcome justifies the expenditure of time and effort should prove a challenge to the 63.5 per cent of those who have student participation schemes and who frequently expect students to legislate in regard to student behavior, but much less often permit them to enforce their rules.

Considering this group of schools that make use of the principle of student enforcement by breaking up the 36.5 per cent into its three components—those schools in which the action taken affects (*a*) only the extracurricular status of the pupil, (*b*) only the curricular, or (*c*) both the curricular and extracurricular—the percentages are 15.6, 0.9, and 20.0, respectively. Students in a few schools are delegated far-reaching powers, even being allowed to put offenders off schedule for a definite period. The large schools show a higher percentage in extent of letting the action taken by the students affect only the extracurricular status of the pupil, but the difference is not significant. The ratio of the difference to the standard error is less than 3. No significant difference appears between the schools of the East and those of the West.

#### STUDENT COURTS

In the preliminary work of devising the questionnaire it was found that some schools maintain student courts. One of the questions was intended to obtain information as to the number of schools making use of student courts. Twenty-five per cent of the schools that have student participation schemes provide for a student court. Practice varies little between large and small schools and between one geographical area and another. Sufficient numbers of schools are experimenting with the idea of student courts that a controlled experiment with scientific evaluation of results is possible. The literature dealing

with the subject should provoke the challenge. McKown, for example, makes clear the possible outcomes as follows:

The question continually arises concerning the advisability of establishing a student court. Such a court has been successful in many cases and can be found now in many schools. There have also been many failures of student courts. The chief value of such a court is that the students themselves will take more interest in the regulation of the school. They will build up among themselves a sentiment for law and order. The students get training incidental to the trials, prosecuting, and defending, but such training is necessarily small when it is spread out. On the other hand, the disadvantages are that the students lack the judgment necessary successfully to settle questions of discipline—it is well known that students usually deal too harshly with offenders; the danger of stirring up animosities, hatreds, and petty politics among the students, and the evils resulting from improper publicity through the community. The general trend seems to be away from the court. There are many of them, but most supervisory officers hesitate to approve them.<sup>4</sup>

Terry, likewise, observes that educational authorities have hesitated to invite pupils to conduct trials and punish offenders, but advises that the practical laboratory training in democratic procedures may be invaluable. His attitude is presented in the following quotation:

When one considers the situation it is not difficult to appreciate the fact that inspiring possibilities lie in the participation of pupils in judicial activities. When schools have learned to use their courts as agencies for the education of youth concerning the judicial functions of government, it will be reasonable to expect a change for the better in the attitude of the public toward the courts.<sup>5</sup>

The different practices should be under more definite control to determine if such outcomes may reasonably be expected.

#### MINIMUM SCHOLARSHIP REQUIREMENTS FOR PARTICIPATION

A practice much discussed recently is that of employing minimum scholarship standards for participating in various kinds of extracurricular activities. Theory seems to be opposed to the practice. The defense of such activities, it is claimed, lies in their educational value, in and of themselves, and not in their contribution to curricular activities. A conservative position is taken by McKown, who, as is indicated in the statement quoted on the opposite page, approves of some limitation.

<sup>4</sup> McKown, *op. cit.*, p. 63.

<sup>5</sup> Terry, Paul W., *Supervising Extra-Curricular Activities*, p. 124. New York: McGraw-Hill, 1930.

It should be recognized that in general the student's first duty is to his curricular work. On the other hand, low marks should probably decrease, but not prohibit participation.<sup>6</sup>

Cox and Langfitt, on the other hand, declare:

To deny such valuable opportunities to nonconformists in history and science is to neglect a most significant instrument for socialization of such individuals, and, indeed, for the enlistment of their participation in school affairs, including lesson preparation.<sup>7</sup>

One of the queries addressed to the co-operating schools was directed at this particular problem. The principal was asked to indicate whether the school imposed scholarship requirements for club membership, student participation in interschool contests, membership in the student council, holding of homeroom office, and serving on the staff for publications. The replies show that practice tends predominantly toward limitation. For example, 93.5 per cent of the 312 schools set up minimum scholarship requirements for participating in interschool contests. Whether one considers large or small schools, schools in the East or in the West, the results are almost identical. Only 6.5 per cent refuse to tie up scholarship with a program for limiting participation in the extracurricular contests. The situation in regard to staff service for the publications is not very different, for 79.3 per cent of the 312 schools have minimum scholarship requirements for such service. The frequency of such a policy increases with the size of the school, reaching 85.6 per cent in the large school. It is possible that the slightly lower percentage in the small school is due to fewer publications; that is, the negative reply may have been due in some instances to the fact that the school had no publication rather than to a matter of policy. The fact remains, however, that in the great majority of schools a student must reach a certain standard in scholarship before being permitted to serve on the staff of the school publications. Schools of the West observe this restriction more frequently than schools of the East.

Membership in the student council is limited by scholarship requirements in 75.4 per cent of the schools having such organizations. The demands for scholarship are a little less exacting for student council membership than for participation in contests and for service in connection with the publications. One principal justified his nega-

<sup>6</sup> McKown, *op. cit.*, p. 55.

<sup>7</sup> Cox, P. W. L. and Langfitt, R. E., *High School Administration and Supervision*, p. 467. New York: American Book Co., 1934.

tive response with the statement that his "faculty felt that the council should represent a cross section of the entire school." Size of school seems to have little effect on the practice of scholarship requirements for student council membership when the difference is examined for reliability. However, the schools of the West exact such a requirement more frequently than schools of the East and the difference proves to be significant. The ratio of the difference to its standard error is 3.39.

The schools are about evenly divided on the issue of a minimum scholarship requirement for club membership. Apparently the argument of broadening the interests of the pupil has a slightly stronger pull in this activity. No significant differences appear between large schools and small schools, but the schools of the West follow the practice of imposing such requirements much more frequently. While 44.5 per cent of the schools in the East set up such requirements for club membership 67.7 per cent of the schools of the West follow the practice. The difference is more than four times the standard error of the difference (4.10) and is therefore highly significant.

Fairly liberal policies were found to prevail in the matter of holding office in the homeroom; 46.1 per cent of the schools responding establish minimum scholarship requirements for holding homeroom office. No significant difference in practice appears between the small and the large schools nor between the schools of different geographical areas. The percentage of schools in the West that have scholarship requirements for holding homeroom office is 8 per cent greater than for schools in the East, but this difference is only 1.23 times the standard error of the difference and is probably not significant.

In general, the small and the large high school, the schools of the East and of the West, make it a practice to impose scholarship requirements for interschool contests, for staff service, for publications, and for membership in the student council. For club membership and homeroom office holding the requirement is much less frequent. Only about one-half of the schools follow the practice of imposing scholarship standards. It would seem that the same reasoning would apply for both club activities and contests. A far more enlightened attitude toward the educational value of student activities appears in case of club membership and holding of homeroom office.

In some schools membership in clubs is restricted not only by scholarship requirements and by the activities in which the club engages its members, but by a vote of the club members. "Blackballing" is not



uncommon in organizations of adolescents even in public high schools just as it is not infrequent in adult organizations. Two of the questions in this inquiry were expected to procure information as to the democracy practiced in admitting members to clubs. The questions asked were: (a) Is club membership restricted to a vote of the members? (b) Or, until the club has reached its maximum size, is club membership extended to any member of the school who has the necessary skill and wants to join? The questions perhaps are not mutually exclusive. At least some respondents checked both questions as true. Consequently, the percentages total to more than 100 per cent. The fact sought after was obtained. The predominating practice is to extend club membership in a democratic fashion to any pupil in the school; however, 18.9 per cent of the schools imitate adults and restrict membership to those admitted by a vote of the club members. In view of the large per cent of schools that establish scholarship requirements for club membership this additional hurdle appears to be a handicap of no small consequence to the growth and success of a club program. It is generally agreed that membership in clubs should be open to all on a basis that prevents log rolling and blackballing of candidates on personal grounds.

In summarization of the main facts presented in Table XV, certain significant observations may be offered. In the first place, if student participation is an important means of improving the morale or discipline of a school, then almost 30 per cent of the schools are failing to achieve their possibilities. The second fact that stands out is that the rule-making activities of students in regard to conduct are limited. In less than half the schools do the rules extend to behavior anywhere other than in the corridors, the assembly hall, and the toilets. This finding suggests that the philosophy of the administration is that of securing help in a difficult problem of supervision rather than that of promoting the activities for their educative values. A third observation is that the student is less an enforcement officer than a law-making officer. Only a little more than one-third of the schools that have student participation schemes follow the practice of student enforcement. Exactly one-fourth of the responding schools have student courts. The action taken by such bodies, and they are relatively few, in more than a majority of cases affects both the curricular and extracurricular status of the pupil.

The observation made in Chapters II and III is obvious here. The domination of the ideal of lesson learning, of docility, of conformity

to scholastic requirements is everywhere in evidence. Minimum scholarship requirements are the barrier in a large per cent of cases to participation in interschool contests, to service on the staff of the school publication, to student council membership, club membership, and homeroom office. The point of view almost always is academic. When clubs, athletics, homerooms, and publications are used in this way it is small wonder that their full value is not realized in the promotion of good discipline and morale.

A careful study of Table XV convinces one that neither the size of the school nor the geographical area differentiates the progressive or the reactionary school. Small differences, usually unreliable, characterize the comparisons between large and small schools, between schools of the East and schools of the West. In any category selected will be found schools that are lagging behind the normal and other schools that are not drifting with the tide but consistently attempting to put approved theory into practice.

## CHAPTER VII

### RESPONSIBILITY ASSUMED BY THE SCHOOL FOR BEHAVIOR OF STUDENTS OUT OF SCHOOL HOURS OR AWAY FROM THE SCHOOL

#### THEORY OF RESPONSIBILITY

IF good citizenship is accepted as one of the primary aims in education, the implication of responsibility for the direction of pupil behavior becomes extensive and impelling. Opportunity to practice good citizenship must be given to the pupil not only in the six-hour day, and five-day school week, but also during the hours, days, and weeks when he is not in school. Learning is strengthened by repetition with satisfaction; forgetting is accelerated by lack of exercise. The superior training of a school may be greatly reduced in its effectiveness by an unfavorable home or neighborhood environment. Successful habit formation requires consistent performance; exceptions must not occur. The responsibility of the school cannot end with the school day or the school building. Learning and forgetting take place continually and the schools must share in the directing of behavior at all times in order to achieve an effective learning of habits and attitudes begun in the school. When the primary aim of the school was intellectual discipline the responsibility of the school for pupil conduct might be expected to cease when the pupil left the school; however, when the dominant aim of education is character, the obligation becomes more inclusive.

The public often appraises the school in terms of the conduct of the pupils when not supervised by school authorities. Few principals have not been notified at some time by irate citizens concerning damage done to their property by pupils from their school. Policemen have been known to appeal to teachers to "do something" about their pupils "thumbing" rides. Managers of theaters frequently expect principals to "do something" about the youths from the high school who disturb the other patrons at the movies. Zealous church members find fault with the school for habits of drinking and gambling among

some of the student body. Some schools accept these criticisms as fair and endeavor to correct the situation.

One of the objectives in this study was to learn to what extent the schools assume responsibility for the behavior of students when away from the school or out of school hours. In order to make the inquiry specific and meaningful the principals and assistant principals in a half dozen schools were asked to indicate the type of complaints made to them concerning "away-from-the-school or out-of-school hours" behavior of their pupils. This list, after being amended in the light of information obtained from some preliminary returns and from reading literature in the field, finally included fourteen problems, which were presented to the respondent in the form of questions. The subjects dealt with are varied, as is shown by the list given in Table XVI. Information of three kinds was solicited from the principals, who were asked to check as follows :

The problem is or is not one of importance in this school.

The school attempts or does not attempt to deal with the problem.

The school is prevented from dealing with the problem because of legal restrictions or school regulations.

#### FREQUENCY OF PROBLEMS

Table XVI shows the frequency of the problems listed as reported by the principals. It is probable, as stated in Chapter II where the frequency in schools of twenty offenses was reported upon by the principals, that the incidence here recorded is too low. The executives are in a real sense reporting on their own administration and are inclined to give as favorable report as possible; however, small differences were found between the reports from large and small schools and from schools of the different geographical areas.

The most common problem reported is that of smoking; 29.5 per cent report that smoking "when off school premises—on the way to and from school" is an important problem in their school. Many explain that smoking is not allowed on the sidewalk in front of the school or within one-half block, one block, two blocks, or within sight of the school. Some schools have smoking rooms for pupils, or "smoke councils" that supervise the practice. In defense of the large number of pupils who smoke, some of the respondents called attention to the fact that most parents smoke, and their children could hardly be expected to refrain.

TABLE XVI

PERCENTAGE DISTRIBUTION OF PRINCIPALS IN DIFFERENT SIZE-GROUPS AND IN DIFFERENT GEOGRAPHICAL REGIONS WHO REGARD PROBLEMS ARISING OFF SCHOOL PROPERTY OR OUT OF SCHOOL HOURS AS OF IMPORTANCE IN THEIR SCHOOLS

PROBLEMS OF IMPORTANCE	PER CENT				L - S	PER CENT		E - W
	Total	Small	Medium	Large	$\sigma$ diff.	East	West	$\sigma$ diff.
Smoking when off school premises	29.5	41.2	18.2	34.1	-.82	27.7	31.4	-.60
Breaking training	28.4	48.1	25.7	20.6	-3.40	27.5	29.4	-.34
Playing on non-school teams	18.1	21.8	14.7	20.0	-.26	21.2	14.4	1.51
Drinking at school parties, dances	15.7	25.6	14.6	11.9	-2.00	16.3	14.9	.33
Membership in prohibited clubs—fraternities	15.1	12.5	11.1	20.2	1.20	13.4	18.1	-1.06
Damaging property on way to and from school	14.9	23.2	14.3	11.3	-1.80	13.7	15.7	-1.47
"Thumbing" rides	14.3	9.4	12.3	19.4	1.70	15.4	13.1	.52
Drinking at contests away from school	12.9	22.4	9.8	11.4	-1.70	11.8	14.3	-.63
Gambling at school games—at school or field	12.7	21.8	10.5	10.7	-1.60	10.9	14.7	-.97
Profanity at school entertainments	12.3	25.9	7.4	10.7	-2.30	12.8	11.8	-.25
Reading of obscene literature	9.4	5.9	9.8	12.1	1.30	5.9	14.7	-2.25
Hazing	7.7	12.3	5.0	8.1	.82	5.9	9.6	-1.12
Disorderliness in public assemblies	7.7	15.7	3.1	8.1	-1.20	8.7	6.5	.61
Fighting on way to and from school	7.4	12.5	5.8	6.5	1.20	6.5	8.6	-.65

Almost as common as smoking is the problem of breaking training; 28.4 per cent of the principals report that in their schools the problem of getting adolescents to observe training regulations is an important one. Conquering the appetite and the desire for variety and amusement is an objective difficult to achieve by growing, restless youth. The other problems about which information as to frequency was sought arrange themselves into groups as determined by their incidence. Pupils playing on other than school teams is an important problem in 18.1 per cent of the schools reporting. This result is not surprising in the light of findings presented in Chapter VI. The schools have not yet met their full responsibility in organizing the extracurricular program for adolescents. The fact that 15 per cent of the principals report that drinking at school dances and school parties and as large a proportion that membership in prohibited clubs and fraternities is an important problem in their schools indicates the inadequacy of the social organization in, at least, one-sixth of the

schools co-operating. Damaging of property on the way to and from school, "thumbing" rides, drinking when attending interscholastic contests away from home, gambling at school games played at the school or field, profanity at school entertainments outside of school hours, each occurs as a problem of importance in from 12 to 15 per cent of the schools. Approximately 10 per cent of the principals state that the reading of obscene literature is an important problem in their schools. If this is an accurate estimate it is less than some critics of the effectiveness of the teaching of high school literature have represented, though even so it represents a problem of considerable importance.

Apparently hazing is not a problem of very great frequency. Only 7.7 per cent of the respondents checked it as a problem of importance. A similar proportion indicated disorderliness in public assemblies not sponsored by the school as an important problem in their schools. Fighting on the way to and from school is the least common of all the fourteen problems; only 7.4 per cent rate it as a problem of importance; even that proportion, however, seems considerable for students of high school age.

The incidence of these problems when size of school is considered shows that on nine of the fourteen problems the small schools report a higher frequency; however, when the differences are examined for reliability, a significant difference is found for only one. Breaking training is a problem that becomes progressively greater from the large down to the medium-sized and small school. Large schools have the excessive stimulus of competition between pupils for coveted positions and usually have better teams, too. There is more reason for the boy to stay in training than is the case in the small school, although from the standpoint of the school the opposite may be the case. Large differences are found between small and large schools in the frequency of profanity at school entertainments and of drinking at school parties and dances. Both problems are reported more frequently as important problems in the small schools, but when tested statistically for reliability, the difference between the two groups of schools appears not to be significant.

Comparison between the schools of the East and those of the West shows a greater frequency in nine of the fourteen problems for the schools of the West. However, in none of the problems is there a difference as great as three times the size of the standard error of the difference.

The answers to this part of the inquiry were complete enough to show the trend of opinion—at least the expressed opinion. The percentages of the 312 respondents replying to the several questions were: to the problem of smoking 70 per cent, disorderliness in public assemblies 75 per cent, reading of obscene literature 80 per cent, thumbing rides 83 per cent, and the others 87-94 per cent. The generous co-operation on the part of the individuals contributing to the study increases the confidence in the reports. The fact that from one-fourth to one-sixth of the principals admit that these fourteen problems are important problems in their schools probably means that they are by no means unimportant in the other three-fourths or five-sixths. The fact, as reported in Table XVII, that from 29.2 to 83.6 per cent of the schools attempt to deal with the problems probably indicates that the frequency shown in Table XVI is too low. The problems are important ones in both small and large schools and in the schools of all geographical areas.

TABLE XVII

PERCENTAGE DISTRIBUTION OF SCHOOLS THAT ATTEMPT TO DEAL WITH SPECIFIED PROBLEMS ARISING OFF SCHOOL PREMISES OR OUT OF SCHOOL HOURS

PROBLEMS	PER CENT				L - S	PER CENT		E - W
	Total	Small	Medium	Large	$\sigma$ diff.	East	West	$\sigma$ diff.
Drinking at school parties, dances	83.6	87.0	86.9	76.9	-1.38	82.6	84.9	-.43
Breaking training	83.2	87.8	84.9	78.2	-1.43	78.2	89.1	-2.22
Damaging property on way to and from school	77.9	80.0	80.6	73.4	-.85	70.8	78.8	-1.35
Profanity at school entertainments	77.1	81.4	80.8	70.4	-1.36	75.7	78.8	-.50
Drinking when at contests away from home	76.1	81.0	80.2	67.7	-1.56	76.2	75.9	.05
Gambling at school games—at school or field	71.9	68.3	73.4	72.2	.43	69.1	74.7	-.86
Playing on other than school teams	71.5	68.3	74.0	70.7	.26	55.3	78.9	-3.63
Hazing	66.9	73.7	66.2	63.2	-1.08	65.2	69.3	-.55
Fighting on way to and from school	60.5	72.7	57.3	56.5	-1.78	57.4	63.8	-.91
Membership in prohibited clubs—fraternities	48.2	39.0	44.2	58.3	2.00	40.8	57.5	-2.32
Reading of obscene literature	32.9	29.2	31.0	37.3	.93	33.9	31.6	.35
"Thumbing" rides	32.0	22.2	30.0	39.5	2.11	33.1	30.7	.38
Disorderliness in public assemblies	29.7	44.0	25.0	27.1	-2.00	30.6	28.3	.38
Smoking when off school premises	29.2	26.4	27.5	33.3	.88	24.5	34.7	-1.81

## EXTENT TO WHICH SCHOOL ATTEMPTS TO DEAL WITH PROBLEMS

The answer to the second question, that of whether or not the school attempts to deal with the problems, is shown in Table XVII. It is obvious that schools react differently to the problems. On half of the problems 70-84 per cent of the schools attempt to deal with the problems while 16-30 per cent do not; on the other seven problems 29-67 per cent attempt to deal with them, but the other 33-71 per cent do not. The correlation between the ranks given the problems on the basis of importance and of attempt to deal with them is only .25 by the rank-difference method. It may be assumed, then, that the frequency of the problem in the school is no sure indication of the attempt of the school to deal with it. Smoking, although the problem of most common occurrence in these schools, is dealt with by the fewest schools, only 29.2 per cent. Membership in prohibited clubs or fraternities ranks fifth in frequency, but eleventh in the attempt to deal with the problem. On the other hand, profanity ranks tenth in frequency, but fourth in the attempt to deal with it. Roughly speaking, the schools seem to deal more with problems of respect for property and problems of the moral code such as drinking, gambling, profanity, and those problems connected with school regulations concerning participation in extracurricular activities, than with those personal problems associated with good taste in literature, worth-while social connections, and proper decorum in public. A similar attitude was expressed in the results given in Chapter II. In that part of the study the school officials reported themselves to be more concerned about offenses against school routine and standards of morals than those associated with personal adjustment. Similarly in this part of the inquiry it was found that two and one-half times as many schools attempt to deal with the problem of breaking training as with reading obscene literature; almost twice as many deal with breaking training regulations as with membership in prohibited clubs and fraternities. Less than half as many deal with the problem of "thumbing" rides as with gambling at the school games. Only a few more than a third as many deal with the problem of disorderliness in public assemblies not sponsored by the school as deal with the problem of profanity at school entertainments. The attitude of many school officials is expressed by one of the respondents from a very reputable high school:



Our school takes no responsibility for problems which occur off school property or out of school hours except for groups that are under supervision. For example, teams in charge of coaches who are away from our school for contest purposes. We assume no responsibilities for the conduct of our boys and girls away from home except where we are able to sponsor them closely. Serious discipline problems outside of school are handled by the juvenile court and police department.

On eight of the fourteen problems the small schools report that they more often attempt to deal with the problems, but the differences prove to be unreliable, being less than three times the size of the standard error of the difference. The large schools more frequently attempt to deal with the problems of "thumbing" rides and membership in prohibited clubs or fraternities but in each case the difference in percentage of frequency is less than three times the standard error of the difference and is therefore not significant.

When schools in different geographical areas are compared, the schools of the West show a larger percentage attempting to deal with ten of the fourteen problems. On the problems of playing on other than school teams, the ratio of the difference to the standard error of the difference is 3.63 per cent; therefore, the difference is probably real and not due merely to sampling. The difference of the schools in these two geographical sections on this particular problem is not due to a greater frequency of the problem in the schools of the West, for, as shown in Table XVI, although the percentage is slightly higher it is less than three times the size of the standard error. Frequency being nearly the same in the two areas compared, it seems that the schools of the West more often attempt to deal with the problem.

An opportunity was given the respondent to explain that failure to deal with a specific problem might be due to legal restrictions or school regulations. A column was provided in the inquiry blank that could be checked opposite each problem if such limitations were imposed. The problem of a pupil playing on other than a school team is cared for, now and then, by athletic associations so that the local school cannot deal with a case as the school would deal with it if not hampered by such restrictions. In a few states the problem of fraternities has become so baffling that state statute or city ordinance has been employed to meet the situation. Regulations with respect to smoking, "thumbing" rides, damaging of property, and drinking, likewise, have been made by the local legislative bodies in some places that have practically prevented the schools from dealing with the

problem from an educational point of view. The respondent was given a chance to make that fact known, if it were true. Less than 3 per cent replied that they were prevented from dealing with the fourteen problems because of legal restrictions or school regulations. The three problems most often regulated by limitations outside the school were smoking, membership in fraternities, and playing on other than school teams; however, the per cent of schools that acknowledge such limitations is insignificant. If legislature, city council, or board of education do make restrictions or regulations, they do not ordinarily prevent the school from dealing with the problem.

This chapter points to the same conclusion as Chapter II. Problems most frequently mentioned by principals as problems of importance that occur with their students are those associated with school regulations or the morals; problems less frequently mentioned are those concerned with personal adjustment. In dealing with problems school officials deal more often with problems of moral behavior, respect for property, and training regulations and less often with personal problems of the individual. Neither size of school nor geographical area isolates the school with few or many problems, the school that deals with or fails to deal with a problem. There are some differences as have been specified, but the differences are largely in individual schools and not in size or geographical area. In the main, the schools are accepting the challenge to deal with the full behavior of the pupil, but there are notable differences between individual schools.

## CHAPTER VIII

### THE EDUCATIONAL GUIDANCE AND REMEDIAL PROGRAM OF THE HIGH SCHOOL AND THE FREQUENCY OF DISCIPLINARY OFFENSES

IN a preceding chapter (Chapter V) dealing with the remedial program for disciplinary problem pupils of the high schools represented in this study, the underlying philosophy of the discussion is that the educational guidance and remedial program is related to the number of disciplinary problems arising. The assumption is made that a comprehensive program tends to reduce the number of disciplinary offenses. The facts presented in that chapter indicate that large schools, on the whole, have a much more comprehensive educational guidance and remedial program than small schools; however, size of school is not a sure index of an adequate program. Some large schools have a very restricted program while many small schools have an elaborate program. The schools of the Middle West, the Northwest, and California appear to have a broader program of educational guidance and remedial effort than the schools of New England, the Middle States, and the South, although schools with each type of program can be found in all sections. It is possible to select from the 312 schools a sampling of schools with a broad program of educational guidance and remedial work which will include small, medium, and large schools and which will likewise include schools from each of the geographical areas. Moreover, a sampling of schools with a narrow educational guidance and remedial program that includes schools of various sizes and regional areas is easily obtainable from the 312 co-operating schools.

#### SELECTION OF SCHOOLS DIFFERENTIATED IN REMEDIAL PROGRAMS

A secondary investigation was made to determine whether schools with a broad educational guidance and remedial program have fewer disciplinary problems than schools with a narrow program. For this purpose a sampling representing each type of program was chosen from the list of 312 schools co-operating in the main study. The basis

of selection was the extent to which use of particular remedial devices was reported by the principals. Schools that reported frequent use of many of the devices listed in Table XI are regarded as having a broad educational guidance and remedial program, and schools reporting infrequent use of most of the devices are designated as having a narrow educational guidance and remedial program. The number of schools chosen for each group was 25. On October 8, 1934 a special record form was forwarded to these schools with the request

TABLE XVIII

NUMBER OF SCHOOLS OF EACH SIZE-GROUP KEEPING RECORD OF  
DISCIPLINARY OFFENSES

SIZE OF SCHOOL	EDUCATIONAL GUIDANCE AND REMEDIAL PROGRAM		Total
	Broad	Narrow	
Below 750.....	3	4	7
750-1,499.....	6	8	14
Above 1,499.....	6	4	10
Total.....	15	16	31

that they keep an objective record of offenses for one month and report the totals at the end of the period. (See Appendix, page 106.) Returns were received from 31 of the schools in time for analysis. Officials of the co-operating schools do not know, of course, in which group their schools are classed. Sixteen are in the group whose principals indicated by their checking of the original questionnaire that the educational guidance and remedial program was a narrow one, and fifteen are in the opposite group whose principals indicated a broad program. About 44,000 pupils were involved in this part of the study. Although more pupils are represented in the group with a broad program than in the group with the narrow program, the difference is due to the inclusion of two very large schools in that classification. The outcome would not be different if these schools were omitted. Table XVIII shows the distribution of the responding schools in terms of the size of the school and the type of educational guidance and remedial program. Not only are schools of various enrollments represented in each sampling but also schools in each of the geographical areas except California where there is no representative in the group with a narrow program and only one in the group with a broad program.

## DIFFERENCES IN THE EDUCATIONAL GUIDANCE AND REMEDIAL PROGRAMS

From the returns on the original questionnaires it was possible to state objectively the difference between the two groups of schools in the educational guidance and remedial programs which the principals checked as typical of their schools. These data are shown in Table XIX.

The numerical values arbitrarily assigned to each scale value of use are the same as in other parts of the study. A scale value of 1 means

TABLE XIX

DIFFERENCES IN EXTENT OF USE OF SPECIFIC REMEDIAL DEVICES BY THE 15 SCHOOLS WITH A BROAD EDUCATIONAL GUIDANCE AND REMEDIAL PROGRAM AND THE 16 SCHOOLS WITH A NARROW EDUCATIONAL GUIDANCE AND REMEDIAL PROGRAM

REMEDIAL DEVICE	INDEX OF USE		B - N	B - N $\sigma$ diff.
	Broad Program	Narrow Program		
Change of teacher.....	1.86	1.62	.24	1.09
Change of course.....	2.06	1.56	.50	2.50
Change of school.....	1.33	1.12	.21	1.23
Recommendation to parents for a change in methods of control.....	2.40	1.93	.47	2.23
Persuasion and suggestion.....	3.53	3.06	.47	1.88
Probation for pupil.....	2.69	2.26	.43	2.04
Encouragement of pupil to join club.....	2.40	1.62	.78	2.78
Asking adult to assume responsibility.....	1.93	1.06	.87	4.83
Frequent report to parents.....	2.86	2.31	.55	2.39
Improving health of pupil.....	3.20	2.00	1.20	4.44
Visit to home of pupil.....	2.60	2.12	.48	1.84
Assignment of pupil to one teacher.....	2.80	1.60	1.20	5.21
Giving pupil position of responsibility.....	2.40	1.81	.59	2.45
Delegation to a particular student organi- zation of responsibility for pupil.....	1.33	1.31	.02	.08
Use of school funds to encourage known but undeveloped interests.....	1.60	1.06	.54	2.16
Adjustment of entire program.....	3.33	2.18	1.15	5.22
Securing a scholarship or membership in out- side organization for pupil.....	2.00	1.00	1.00	6.25
Placing pupil in discussion group.....	1.46	1.43	.03	.10
Providing needed food and clothing for pupil	3.06	2.06	1.00	4.54
Obtaining part-time work for pupil.....	2.66	1.71	.95	4.13
Change of parent attitude through bulletin or lecture.....	2.00	1.26	.74	2.00

the device is never used, 2 occasionally used, 3 often used, and 4 always used. The table shows that the choice of schools for the purpose of differentiating between two groups of schools with wide differences in their educational guidance and remedial program has been met very well indeed if we can rely upon the rating of the principals. The numerical value for *each* device is higher for schools with a broad program than for schools with a narrow program; that is, the former employ *all* devices more than do the latter. It is interesting to observe that the schools with a narrow program make extensive use of a single device, that of persuasion and suggestion. In contrast with this practice, the schools with a broad program make an even greater use of this time-honored method, but, in addition, employ almost as frequently such practices as adjusting the entire program of the pupil to his capacity and needs, providing food and clothing when needed, and improving the health of the pupil. Furthermore, the schools with a broad program usually assign the disciplinary problem pupil to some one teacher and make contact with the parent through frequent reports.

Both groups of schools indicate some hesitancy about using certain types of devices; for example, change of teacher, school, or course, delegating responsibility for the problem pupil to student organizations, or engaging adults in the community for guidance of the behavior problem pupil. Even the schools with the most enlightened educational guidance and remedial program fall far short of their possibilities. However, on seven of the twenty-one devices listed, the differences obtained between the schools with the broad program and the schools with the narrow program are statistically significant, ranging from four to six times their standard errors. The following tabulation lists these devices and gives for each device the ratio of the difference of the means to the standard error of the difference, as reported in Table XIX.

Adjustment of the entire program of the pupil .....	5.22
Improving health of the pupil .....	4.44
Providing needed food and clothing for pupil .....	4.54
Assignment of pupil to some one teacher .....	5.21
Obtaining part-time work for pupil .....	4.13
Securing a camp scholarship or club membership in outside organization for pupil .....	6.25
Asking some adult in the community to assume responsibility for the pupil .....	4.83

The last two devices are used only occasionally even by the schools with the broad program; therefore, although the difference is a reliable one it is not to be considered as important as the others. The fourth and fifth, on the other hand, are used often by this group of schools. The wide difference in practice in the use of these two devices by the groups of schools compared is arresting. As has been stated already, the first three devices are used often by the schools with the comprehensive educational guidance and remedial program. Except for the device first in the list, that of adjustment of the entire program of the pupil, and possibly the fifth, that of obtaining part-time work for the pupil, any one of these devices might be utilized by a small school quite as well as by a large school, or by a school in any geographical area. Even though such opportunity does exist, the schools do not make use of these devices equally.

In this study it has been possible to select two groups of schools that show extremely wide differences in practice. One group relies upon one device principally, that of persuasion and suggestion; the other group supplements, largely, with such devices as program adjustment to fit capacities and needs of the pupil, the improvement of the health of the pupil, caring for his physical needs, or the integrating of the pupil with the total school and community environment.

#### FREQUENCY OF DISCIPLINARY OFFENSES IN THE TWO GROUPS OF SCHOOLS

Does this difference in the educational guidance and remedial program correspond noticeably to the behavior of the pupil? The reports of the principals in the special inquiry about frequency of offenses were accepted at face value. No doubt some of the offenses are more common than the report shows. Many offenders are never discovered and a great many offenses are not made known to the office. The method of reporting and treating disciplinary problems differs in various schools. Nevertheless, the apparent trends indicated by the data are worthy of consideration. The facts as reported by the principals and tabulated are shown in Table XX.

Examination of Table XX confirms the observation made in Chapter II concerning the relatively small number of offenses of high school students. The total number of offenses that were reported for a whole school month represents a very small percentage of the school enrollment.

Only in such matters as tardiness, failure to report after school,

TABLE XX

DIFFERENCES IN PROPORTION OF CERTAIN DISCIPLINARY OFFENSES REPORTED AS OCCURRING IN ONE SCHOOL MONTH BY 15 SCHOOLS WITH BROAD EDUCATIONAL AND REMEDIAL PROGRAM AND 16 SCHOOLS WITH NARROW EDUCATIONAL AND REMEDIAL PROGRAM

DISCIPLINARY OFFENSES	PER CENT THE NUMBER OF OFFENSES IS OF SCHOOL ENROLLMENT		B - N	B - N σ Diff.
	Broad Program*	Narrow Program*		
Truancy from school.....	.82	.56	.26	2.50
Tardiness to school.....	8.28	10.20	-1.92	-6.70
Obscenity (notes, pictures and talk).....	.19	.33	-.14	-2.80
Gambling.....	.07	.09	-.02	-.71
Impertinence, defiance.....	.67	.59	.08	1.14
Damaging of property.....	.23	.29	-.06	-1.20
Membership in prohibited clubs, fraternities, etc.....	.00	.00	.00	.00
Forging parents' name to excuses.....	.33	.33	.00	.00
Cheating on tests.....	.38	.40	-.02	-.33
Cutting class.....	1.33	.77	.56	6.22
Copying homework.....	.56	.53	.03	.43
Failure to report after school.....	1.02	6.13	-5.11	-26.90
Theft.....	.18	.20	-.02	-.50
Carelessness in work.....	3.04	15.70	-12.66	-42.30
Inattention in class.....	2.86	7.50	-4.64	-20.00
Lying about others.....	.02	.06	-.04	-1.29
Chewing gum in class.....	5.98	5.56	.42	1.74

\* The enrollment figures on which these percentages are based are 27,586 for the 15 schools with a broad educational and remedial program, and 16,432 for the 16 schools with a narrow program.

cutting class, carelessness in work, inattention in class, or chewing gum in class does the percentage rise to 1 per cent or more. The fact should not be overlooked that this figure does not mean the per cent of the student enrollment that commits each offense, for in many cases the same individual is responsible for a count of many instead of one. The personnel represented in all offenses listed actually constitutes a smaller proportion of the enrollment than the figures represent, provided the reporting is accurate.

Notwithstanding the small number of offenses reported, the accumulation over a period of a school term is considerable. Furthermore, as one principal suggested, the number of disciplinary problems often increases as the school year progresses. This condition and



the obvious fact that many offenses are never reported to the principal give added weight to the importance of the findings. The aggregate of all offenses or several of them taken together is formidable enough to brand a school as a failure or a success.

When the schools in the two groups are compared, ten of the seventeen offenses listed in Table XX are found to be of greater frequency in the schools with a narrow program, while five offenses are found to be of greater frequency in the schools with a broad program. On two problems there is no difference. The very high ratios of the differences to their standard errors, as listed below, reveal that the schools with a narrow program show a reliably greater frequency in four of the ten offenses :

Tardiness to school .....	6.70
Failure to report after school .....	26.90
Carelessness in work .....	42.30
Inattention in class .....	20.00

The ratios obtained for these four devices are statistically significant, provided the reporting has been done with uniformity. Of course carelessness in work, inattention in class, and chewing gum in class are classroom offenses and seldom reach the office. Only the most aggravating forms come to the central office. Other offenses in the list are reported ordinarily to the office. One respondent, for example, vouches for the accuracy of tardiness to school, obscenity, gambling, damaging of property, membership in prohibited clubs or fraternities, theft, and forging parents' names to excuses or reports because these were usually apprehended and taken care of in the office. Some other offenses could not be so certainly apprehended and enumerated. On five of the offenses mentioned by this principal the record is favorable to the schools with the broad program—reliably so in the case of tardiness. Most school systems keep a record of tardiness and include this information in the monthly report. Therefore, the original data from which the statistical inference is made for this offense are very likely to be fairly accurate. Pupils in schools with a narrow remedial program are more often tardy than pupils in schools with a broad program. If one may generalize from these data the conclusion would seem to be warranted that the amount of tardiness in a school is in inverse proportion to the efforts of the school to adjust the pupil through various educational guidance and remedial devices.

Schools with a narrow educational guidance and remedial program report a higher frequency of the offense denoted by the term "failure to report after school." The difference is considerable and proves to be statistically significant (ratio 26.90). Although such offenses are often known only to the classroom teacher their repetition is frequently brought to the attention of the office. Consequently, these data demand a fair measure of belief in their consistency. An explanation of this outcome might be due to the difference in policy of the two groups of schools. One group requires pupils to remain after school to make up work or as a penalty for misconduct; the other group outlaws detention after school for fear that the pupil will form a distaste for the school, the teacher, or the subject. Some of the replies reflected this point of view. If this explanation is correct the results reveal a difference in policy toward detention rather than the effects of a guidance and remedial program upon the amount of detention. Schools with a broad educational guidance and remedial program have few cases of failure to return after school because they do not expect pupils to return; schools with a narrow program, on the contrary, have many offenses of this sort because they make it a policy for offending pupils to return.

In a comparison of such classroom problems as carelessness in work and inattention in class the original data supplied by the co-operating schools are entirely too meager; only 50 to 75 per cent of the schools answered these questions. One might expect to get only the most extreme cases and, therefore, find the facts comparable but the answers from some schools indicate that the question was not so interpreted. A few schools gave large numbers for answers; others small ones or none. The difference in interpretation makes this question almost meaningless. Taken at face value the reliable difference in the data supplied would tend to show that schools with a broad program make for more acceptable work and for more sustained attention. Such an outcome one can well believe but our data will hardly justify a sweeping generalization; however, even on the original questionnaire with the subjective reporting by the principals, similar results were obtained.

The schools with a broad program of educational guidance and remedial work show a reliably higher frequency on only one offense—that of cutting class. An examination of the rating made by the principals in the first instance, that is, on the original replies of the group of 321, confirms this same conclusion. It is possible that the policy of

schools with a broad program to appeal to many interests accounts for this difference. Cutting class is not considered as unpardonable an offense as in the other schools. Although the percentage of students who are guilty of this offense is small there seems to be less of it among those students from schools with a narrow remedial program.

The data on truancy from school are slightly more favorable to the school with a narrow program, too. The percentage of cases is less than one per cent of the enrollment and the difference is only 2.50 times the standard error of the difference but is in line with the results obtained in statistical analysis of the data obtained through the original questionnaires from these schools. A possible explanation of the higher frequency for cutting class and truancy for pupils from schools with a broad program suggests itself. The attitude of principals and teachers in the average school is to regard such symptoms as truancy, cutting class, tardiness to school, cheating, gambling, and obscene note-writing and speech as offenses to be dealt with in no uncertain terms. Checking of the original questionnaires of the two groups of schools here considered shows this difference very clearly. For instance, the index number for seriousness of the offense (obtained as in Chapter I) for schools with a broad program for "cutting class" is 2.20 but for the other group the corresponding index number is 2.37. Observation in the two types of schools confirms the report shown here. Schools with a narrow program of educational guidance and remedial work for the problem pupil usually deal severely with those who cut class or play truant. They are highly disturbed about tardiness to school but there is less that can be done about it. Detention after school is the stock remedy but students often reach the status of indifference to such punishment. For "skipping," more drastic punishment is the rule. It is not surprising that schools with a narrow program, conservative schools, are able to exercise a greater measure of social control over attendance on class or school. Such offenses are quickly checked and severe punishment is easily defended by the teachers in these schools. On the other hand, the offender in obscene note-writing, gambling, damaging property, theft and cheating is not so easily apprehended. Checking the roll is sufficient for discovering those students who are absent; however, more strategy is required for isolating cases of moral delinquency. In still other offenses such as carelessness in work and inattention in class the punishment suitable for them is not obvious. The frequency of these last two types depends very greatly on the morale of the school gen-

erally. If the morale is poor the frequency of such offenses is very likely to be larger than in the school in which the atmosphere is sympathetic, helpful and friendly.<sup>1</sup>

In the replies from the 31 schools some of the offenses were not reported by every school. This absence of a frequency number for that offense could mean either that there were no offenses of that class to report or that the office could not determine easily the number and therefore omitted the answer to the question. In the analysis followed, the first alternative was accepted although an additional check on the basis of the second policy was made also. This refinement of the data revealed an even greater contrast. The difference between the schools with a broad program and those with a narrow program becomes even more striking. The ratio of the difference to the standard error of the difference becomes even larger for the school with the narrow program in every case except one, that of gambling, which remains practically unchanged. Obscenity, for example, changes its ratio from  $-2.80$  to  $-5.76$ ; damaging of property from  $-1.20$  to  $-3.94$ ; forging excuses from  $.00$  to  $-2.33$ , cheating on tests from  $-.33$  to  $-2.35$ ; and theft from  $-.50$  to  $-2.50$ . Likewise the offenses which seem to be more frequent in schools with a broad program show up less unfavorably; for example, truancy changes from a ratio of  $2.50$  to one of  $1.55$  and cutting class from  $6.22$  to  $3.08$ : impertinence drops from  $1.14$  to  $.22$ ; and chewing gum in class changes from  $1.74$  to  $.94$ . That is, the offenses that were unfavorable to the schools with a narrow program become more unfavorable and those that were unfavorable to the schools with a broad program become less so. One significant exception is that of copying homework, where the ratio increases from  $.43$  to  $3.72$ . In this case the results are very much in doubt, for most of the respondents indicated their inability to ascertain the number of such offenses. There were fewer replies to this question than to any other of the seventeen; consequently inferences from the data given are probably none too trustworthy.

This supplementary study gives objective confirmation to empirical observation. Where the attitude and effort of a principal and his staff are concerned primarily with helping the pupil to adjust himself to his total environment, school and outside, by a comprehensive educational guidance and remedial program, such attitude and effort reflect themselves in a more wholesome school morale. For certain

<sup>1</sup> See Hartshorne, H. and May, M. A., *Studies in Deceit*, pp. 320-323. New York: Macmillan Company, 1928.

types of offenses in which the guilty person is difficult to locate or for whom a method of adequate control is often lacking this positive approach suggests itself as a more effective method. Even with our selected group of schools with a broad program the differences in their favor are significant, but how much more significant would those differences become if full use were made of the various devices that might be employed! The broad program here contrasted with a narrow one could be much broader. Table XIX shows its weakness; for example, very little is being done even by these schools to educate the parents as to the needs of the child, to influence the behavior of the child through pupil discussion groups or forums, to bring into the circle some adult who will share responsibility, to change a course that is obviously unsuited to the pupil or to shift him from one teacher to another when it is apparent that the situation is one in which the student is in danger of becoming maladjusted.

The educational guidance and remedial program does seem to bear an effective relationship to the frequency of disciplinary problems. A positive and comprehensive program seems to be associated with fewer offenses especially with those activities in which the offender is not easily apprehended or where the punishment is not effective.

## CHAPTER IX

### SUMMARY AND IMPLICATIONS

THE primary purpose of the investigation was to learn what methods are being used in American high schools in dealing with disciplinary problems, with special reference to the extent to which the newer concepts of disciplinary control are being introduced. Each chapter has dealt with one or more phases of the problem. In this final chapter the practices are summarized and evaluated in terms of these newer concepts and principles of disciplinary control, the nature and implications of which are indicated in the following quotations selected from various writers on the subject of discipline:

The changes which have taken place in the objectives and principles of discipline center very largely round the increased emphasis on permanent educational values as compared with that placed on maintaining order.<sup>1</sup>

Modern education thinks of discipline as primarily that of attacking the causes of maladjustments in the school and environment so that the right patterns of thought and the right habits of conduct may be firmly established.<sup>2</sup>

The wise teacher does not attempt to correct misbehavior by punishment or repression, as that merely reaches the symptom; rather, she searches for the underlying cause in unfortunate school or home adjustments and tries to effect a rearrangement of the irritating situation, which in turn will cause the misconduct to vanish.<sup>3</sup>

The modern conception of discipline is not outward conformity, not coercion, not merely submission to authority and rules.<sup>4</sup>

In its most modern and inclusive sense discipline means preparing boys and girls for life in a democratic society.<sup>5</sup>

It is obvious that the modern concept of discipline focuses attention not on symptoms of misbehavior but on the causes themselves and

<sup>1</sup> Douglass, H. A., *Organisation and Administration of Secondary Schools*, p. 269. Boston: Ginn and Company, 1932.

<sup>2</sup> Bossing, N. L., *Progressive Methods of Teaching in Secondary Schools*, p. 143. Boston: Houghton Mifflin, 1935.

<sup>3</sup> Symonds, P. M., *Mental Hygiene of the School Child*, p. 147. New York: Macmillan, 1934.

<sup>4</sup> Pringle, R. W., *The Psychology of High School Discipline*, p. 6. Boston: D. C. Heath and Company, 1931.

<sup>5</sup> Mueller, A. D., *Teaching in Secondary Schools*, p. 48. New York: Century, 1928.

places on the school a large measure of responsibility for removing or ameliorating these causes. Punishment and retribution have no place in the process of removing the irritating causes.

The pupils learn attitudes, habits, ideals, and ideas in school and out of school; therefore, upon the modern school devolves a share of responsibility in the pupils' learning when they are not in the school-room. Differences in capacity, interests, and needs of individuals make imperative a comprehensive program of student activities. The organizations must be essentially democratic. They should be utilized for their intrinsic educational value and not as "bait" to force pupils to do other academic work. Consequently, scholarship requirements as a requisite to participation cannot be sanctioned. Pupils must learn to be good citizens whether they learn history and algebra or not. In the newer concept of discipline the pupil himself rather than subject matter or school regulations is placed at the center of interest. His own personal adjustments are of primary importance.

To what extent are these newer concepts of disciplinary control being introduced in American high schools? The 312 schools represented in this inquiry are a fair sample probably of public secondary schools in the United States. If anything, they might be expected to lean toward the more progressive group. The fact that the principals were willing to contribute the information asked for probably indicates that they are more responsive to new ideas. In what respect are these schools missing their opportunity to educate for desirable conduct and worthy character?

#### ATTITUDE TOWARD OFFENSES AND PUNISHMENT

The high school principal represented in this inquiry certainly does not give evidence of full commitment to the newer concepts of discipline. This fact is evident when he ranks the offenses in the order of seriousness for the future adjustment of the pupil. In the main, he rates as most serious those offenses that threaten the established order of the school or that violate the moral code. Offenses that denote a lack of personal adjustment, those more permanent learning products, he rates as less serious for the future adjustment of the pupil. The attitude of the principal is that of the adult who will not have his wishes and plans frustrated. Certain offenses are regarded as most serious not because of the effect on the future adjustment of the pupil but because they annoy and irritate the principal or teacher. Consequently, impertinence is looked upon as of extremely great im-

portance by most of the respondents but inattention in class as of much less importance. The former offense is more annoying to the teacher than the latter although inattention in class may cause much more serious maladjustment later. Obviously the principal is thinking less in terms of pupil welfare than of good order and a smooth-working organization.

Moreover, most of the offenses against school regulations are considered of more importance than their significance for the future adjustment of the pupil warrants. On the other hand, offenses that represent a lack of personal and social adjustment are not evaluated as of the degree of seriousness that mental hygienists rate them. On the whole, the principals of small schools and of schools of the West show a more liberal attitude toward disciplinary offenses of pupils; however, principals of schools of all sizes and of every geographical section look upon offenses against school regulations as of considerable or extremely great importance.

The most frequent offenses of high school pupils in these 312 schools, according to the principals, are those associated with *classroom* activities. This observation reflects the greater sensitiveness of the principal to these problems. Some of the offenses, which did not interfere with order or management, are reported as infrequent because the respondent was not concerned about them or was unaware of them. Of the seven offenses reported as recurring most frequently, six offenses refer to class work. Actually other offenses may have been equally frequent, but were not observed and reported, since they did not frustrate or irritate the teacher and principal. Too much concern is given to offenses that affect primarily the quiet and order of the school, and too little to the problems that result in the building up of disabling attitudes and habits in the pupils. Generally speaking, principals are not equally sensitive to offenses against school regulations and to those against the pupil himself.

The defensive or counter attack attitude of the school is shown in the administration of measures of disciplinary control. Modern educational theory has practically outlawed punishment. Behavior is changed not by coercion or restraint but by rearrangement of the total environment. Notwithstanding the shift in theory, practice lags far behind. The high schools represented in this study admit that they make frequent use of detention after school. Evidently the attitude still exists that each individual is responsible for his own behavior and that sufficient pressure from his elders or superiors will make him



conform. The policy is to punish symptoms rather than to remove causes. When disciplinary devices of the punitive type are as frequently employed as the principals in this investigation report, it is obvious that the principles of mental hygiene are represented largely in theory only. School officials may give lip service to them but practice still relies too largely upon punishment and restraint.

Practices in dealing with disciplinary problems vary from one school to another. There is no clearly formulated policy of delegating special types of problem cases to specific individuals, although there are trends. Absence of a clearly thought out policy is evident in those cases where the same personnel is expected to administer punishment and to counsel with the pupil about personal problems.

The attitude of the principals in this study toward the administration of discipline is one of school and teacher protection, not one primarily of child understanding; school regulations and the moral code are uppermost in the mind of the principal. Punishment and coercion are resorted to frequently.

#### EDUCATIONAL GUIDANCE AND REMEDIAL PROGRAM

The educational guidance and remedial programs undertaken by the 312 schools are rather limited. There is a wide variety of devices used by the entire group but extensive use is made of only three procedures; namely, the "treatment interview" or conference, improving the health of the pupil, and reclassification. Few schools are committed to the policy of attempting a complete personal and social adjustment of the pupil by rearranging the total environment, inside and outside of school. Most changes contemplated are in the pupil himself. There appears to be a strong reaction against changing teachers or schools for a disciplinary problem pupil. The possibility of encouraging other interests by directing the pupil into new social groups and by supplying proper stimuli is realized by comparatively few schools. Large schools and schools of the West have a better record in this respect than small schools or schools of the East. However, schools of every size and section of the country indicate a very limited use of devices and activities. Effort is directed for the most part at the pupil rather than his environment. Even in the use of devices that concern the pupil primarily, the scope is restricted. Student forums or discussion groups where the pupil may obtain help from other students are only occasionally held. Adults are almost never employed as confidants or lay counselors. The educational guid-

ance and remedial program is highly restricted and unnecessarily inflexible.

In the study of problem pupils the means used (from among the five upon which information was sought) is limited almost entirely to health examination and to the giving of a standard test. A beginning is being made in the use of psychological clinics, but the schools rarely avail themselves of interest questionnaires and pupil-rating devices for the diagnosis of personality and conduct. In practice the schools are committed to the idea of reform when what is needed most is the removal of conditions that lead to maladjustment.

#### EXTRACURRICULAR ACTIVITIES AND DISCIPLINE

In 71.8 per cent of the schools represented in this investigation the pupils participate in the administration of the school; in 28.2 per cent they do not. Such co-operative activities are well known to create interests, stir the emotions, and give outlets to energies. Schools administered primarily for the benefit of the pupils would be expected to utilize such an important educational instrument as extracurricular activities. When more than one-fourth of the schools in this select group reporting admit that they do not have student participation in the administration of the school the fact is clear that schools are not using the instruments at hand for education and social contact.

In those schools where student participation schemes exist it appears that activities concerned with enforcement of pupil-made regulations are limited mainly to those places where teachers are not on active duty—the corridors, assembly hall, toilets, playground, and cafeteria. Furthermore, regulations set up by the students apply in large measure to the situations within or about the school. The policy of these schools, it would seem, is to delegate to the students those activities that teachers do not, or prefer not to, perform. In most instances, students do not make regulations in regard to classroom behavior. The teacher handles that phase of school management. Students do not make rules concerning behavior on the bus or streetcar. The school, in general, does not assume responsibility for the conduct of pupils on the way to and from school. Duties are delegated to students primarily for the benefit of a smooth-working system, for the sake of quiet and order in the corridors and assembly hall or cafeteria.

The fact that extracurricular activities are promoted or tolerated

often for ulterior reasons rather than for their intrinsic worth is reflected in the scholarship limitations imposed for participation. Practically all schools set up minimum scholarship requirements for participation in interschool contests. The situation is only a little less liberal in case of staff service for school publications or for membership on the student council. Half the schools stipulate scholarship standards for club membership and home room office. Evidently participation is embraced not for its own worth but for its value to academic work. The schools of the East tend to be much more liberal than schools of the West in regard to this scholarship limitation for participation; however, schools of every geographical section and schools of all sizes set up scholarship handicaps for the right to participate. School tradition is so thoroughly steeped in the academic point of view that extracurricular activities are evaluated in terms of their contribution to the school subjects. As a matter of fact, extracurricular activities per se have justified themselves. They deserve a place in the program of each pupil and should not depend upon the capacity or ability of the pupil to do something else.

#### RESPONSIBILITY ASSUMED BY SCHOOL FOR BEHAVIOR OF PUPIL LIMITED

The inadequacy of the extracurricular program of the high schools represented in this study is shown in the frequency of problems that occur off school property or out of school hours. For example, 18.1 per cent of the principals report as an important problem in their school the practice of pupils playing on non-school teams and 15.1 per cent indicate as an important problem in their school the offense of pupil membership in prohibited clubs or fraternities. Schools with a comprehensive and satisfying recreational and social program should not be so concerned with this outside competition. The fact that such problems exist is a fair indication that the school program is not satisfying nor adequate.

Principals are more concerned about problems that relate to school activities and the morals than they are about the more personal problems of pupil adjustment. The greatest frequencies reported were for problems pertaining to school regulations. School executives are more sensitive to violations of school rules and the moral code than to failures in learning habits, attitudes, and ideals that make for effective personality. Their attitude is revealed in the attempt of the school to deal with these problems. Drinking, profanity, damaging property, breaking training regulations of the school, receive major considera-

tion. Personal problems pertaining to good taste in literature, proper social connections and acceptable behavior in public are dealt with by one-third as many schools.

Schools give more consideration to problems of pupil conduct when they occur in the immediate territory of the school. There is little disposition on the part of principals of high schools to take on added responsibility for the conduct of their pupils when away from the school. As a means of avoiding work and worry, such an attitude may be defensible. It does not help pupils to make a complete adjustment to their total environment. If the purpose of education is to help boys and girls to do better the desirable things that they are going to do anyway and to reveal higher activities, the obligation is inescapable. Schools must assume a greater responsibility for the behavior of their pupils both in and out of school.

#### IMPLICATIONS

The foregoing reports and analyses give important emphasis to the statement by Briggs that "School people know . . . that current practices are far from being in accord with accepted educational philosophy and proved educational psychology."<sup>6</sup>

Attitudes and practices prevail that cannot be defended by any reasonable philosophy. It is apparent that once a thoroughgoing educational philosophy is accepted, certain changes in attitude and policy in regard to discipline are inevitable. The data presented in this investigation suggest four major implications.

1. A change in the attitude of principals toward the administration of discipline is imperative. Discipline needs to be thought of less in terms of good order, quiet, and respect for the authority of the teacher and more in terms of the permanent adjustment of the child to his complete life—himself, his school, and his out-of-school environment.

2. The program of educational offerings, courses, clubs, organizations, must be greatly enriched. The educational guidance and remedial program is associated directly with the number of disciplinary problems arising. The truth of this position is clearly demonstrated in the secondary investigation conducted in this study. Schools with a broad educational guidance and remedial program had significantly fewer offenses in one school month than did those schools with a narrow program. Furthermore, the schools selected as representing a

<sup>6</sup> Briggs, Thomas H., *Curriculum Problems*, p. 2. New York: Macmillan, 1926.

broad program were far short of the ideal. They were selected because they were the only ones obtainable that could be so regarded.

3. Extracurricular activities must be embraced as a worthy part of the educational program and should not be looked upon as step-children to do service for academic subjects. The whole program needs expansion and relief from scholarship limitations.

4. The school must assume a larger share in the responsibility for the behavior of pupils when away from the school. Personal habits and attitudes are being learned whenever the nervous system is responding. If the school is concerned with the ultimate product, the character of the pupil, it cannot well afford to forego the opportunity of at least sharing in the responsibility for the conduct of the learner in other areas of the total learning situation.

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## APPENDIX

### QUESTIONNAIRES

#### LETTER ACCOMPANYING QUESTIONNAIRE USED IN PRIMARY INVESTIGATION

I am engaged in a study of the problem of administration of discipline in the high school and need certain information from the principals themselves. From the enclosed question blank I hope to find:

1. (a) The seriousness with which the principal considers each disciplinary problem listed, (b) the frequency of the same, and (c) the administrative set-up, if any, for dealing with it.
2. (a) The disciplinary measures employed, (b) the frequency of their use, and (c) the individual who employs them.
3. The routine, or practice in dealing with problem pupils.
4. The extent to which the school assumes responsibility for misconduct away from the school.

The questions raised in the study are those that persistently appear when principals talk over their common problems. The blank is addressed to principals who are believed to possess information and skill that enable them to administer problems of discipline in their school with success. An assembling of the facts called for and an evaluating of them should benefit the profession.

The information given by you will be treated as confidential and will not be used to embarrass the school or you. Most of the questions can be answered by merely checking. Please answer the questionnaire yourself. The study is being made under the careful direction of Dr. Percival M. Symonds, who is serving as sponsor. Both he and I appreciate your co-operation and valuable contribution. When the blanks have been returned the results will be tabulated and a copy of the summary will be sent to you, if you care for it.

Cordially yours,

ELMER H. GARINGER





5. Cheating  
on tests
6. Copying  
homework
7. Forgiving par-  
ent's name  
to excuse
8. Smoking in  
building
9. Profanity  
on school  
premises
10. Obscene  
notes, talk,  
pictures
11. Damaging  
of school  
property
12. Gambling  
in building
13. Tardiness  
to class
14. Inattention  
in class
15. Impertinence.  
Defiance to  
teacher
16. Carelessness  
in work
17. Failure to  
report after  
school
18. Giggling  
in class
19. Chewing  
gum in the  
classroom
20. Lying about  
others

Part II. Frequency of use of certain disciplinary measures and the officials who employ them.

**DIRECTIONS:** Please indicate by check (✓) (1) the extent to which the devices listed below are used in *your school as disciplinary measures*, and check in the proper column (2) the official (or officials) who employs them. As in Part I you are requested to draw a line through the name of any official *not* included in your administrative set-up and in the blank column headings to add the names of any officials included in your organization but not provided for by the names printed in the chart. Blank spaces are left for the addition of other disciplinary measures your school may employ.

Disciplinary Measures Employed		Official (or officials) who employs these disciplinary measures in this school									
Frequency of use for disciplinary purposes in this school		Never Used	Seldom Used	Often Used	Principal	Asst. Principal	Dean of Girls	Home-room Teacher	Class-room Teacher	Coun-selor	Visiting Teacher
1.	Lowering mark of pupil	(...)	(...)	(...)	(...)	(...)	(...)	(...)	(...)	(...)	(...)
2.	Detention after school	(...)	(...)	(...)	(...)	(...)	(...)	(...)	(...)	(...)	(...)
3.	Forcing pupil to drop a course	(...)	(...)	(...)	(...)	(...)	(...)	(...)	(...)	(...)	(...)
4.	Requiring parent to come to school	(...)	(...)	(...)	(...)	(...)	(...)	(...)	(...)	(...)	(...)
5.	Demanding an apology	(...)	(...)	(...)	(...)	(...)	(...)	(...)	(...)	(...)	(...)
6.	Special tasks	(...)	(...)	(...)	(...)	(...)	(...)	(...)	(...)	(...)	(...)
7.	Sending pupil to office	(...)	(...)	(...)	(...)	(...)	(...)	(...)	(...)	(...)	(...)
8.	Reprimand—"good behavior out"	(...)	(...)	(...)	(...)	(...)	(...)	(...)	(...)	(...)	(...)
9.	Corporal punishment	(...)	(...)	(...)	(...)	(...)	(...)	(...)	(...)	(...)	(...)
10.	Imposition of a fine	(...)	(...)	(...)	(...)	(...)	(...)	(...)	(...)	(...)	(...)
11.	Giving of demerits	(...)	(...)	(...)	(...)	(...)	(...)	(...)	(...)	(...)	(...)
12.	Withdrawal of privileges*	(...)	(...)	(...)	(...)	(...)	(...)	(...)	(...)	(...)	(...)
13.	Suspension of individual	(...)	(...)	(...)	(...)	(...)	(...)	(...)	(...)	(...)	(...)
14.	Group suspension	(...)	(...)	(...)	(...)	(...)	(...)	(...)	(...)	(...)	(...)
15.	Expulsion	(...)	(...)	(...)	(...)	(...)	(...)	(...)	(...)	(...)	(...)
16.		(...)	(...)	(...)	(...)	(...)	(...)	(...)	(...)	(...)	(...)
17.		(...)	(...)	(...)	(...)	(...)	(...)	(...)	(...)	(...)	(...)
18.		(...)	(...)	(...)	(...)	(...)	(...)	(...)	(...)	(...)	(...)
* e.g. Participation in school activities											

\* e.g. Participation in school activities.

## Part III. Practices in the administration of discipline.

1. a. Does your office keep a cumulative record of disciplinary cases? .....
- b. Is this record separate and apart from the permanent record? .....

NOTE: If you use a printed form, please enclose a copy of the form you use.

2. What method does the teacher use for bringing to the attention of the office a disciplinary problem in the classroom? Check (✓) below.

	Never	Occasionally	Often	Always
a. Pupil sent with written statement .....	(.....)	(.....)	(.....)	(.....)
b. Pupil sent with instructions to report .....	(.....)	(.....)	(.....)	(.....)
c. Pupil escorted by pupil officer .....	(.....)	(.....)	(.....)	(.....)
d. Pupil and teacher come together .....	(.....)	(.....)	(.....)	(.....)
e. Teacher handles temporarily and talks to someone in office later .....	(.....)	(.....)	(.....)	(.....)

3. For remedial work with a disciplinary problem pupil do you depend upon such devices as:

	Never	Occasionally	Often	Always
a. A change in teacher? .....	(.....)	(.....)	(.....)	(.....)
b. A change of course? .....	(.....)	(.....)	(.....)	(.....)
c. Transfer to another school? .....	(.....)	(.....)	(.....)	(.....)
d. Recommendation to parents for a change in their methods of control? .....	(.....)	(.....)	(.....)	(.....)
e. Persuasion and suggestion? (talk to pupil) .....	(.....)	(.....)	(.....)	(.....)
f. Probation for pupil and require regular reports from teachers? .....	(.....)	(.....)	(.....)	(.....)
g. Encouragement of pupil to join school club? .....	(.....)	(.....)	(.....)	(.....)
h. Asking some adult in community to accept responsibility for guidance of pupil? .....	(.....)	(.....)	(.....)	(.....)
i. Reporting to parents more frequently than for other students? .....	(.....)	(.....)	(.....)	(.....)
j. Trying to improve health of pupil when below par? .....	(.....)	(.....)	(.....)	(.....)
k. Visit to home of pupil? .....	(.....)	(.....)	(.....)	(.....)
l. Assignment of problem pupil to some one teacher for guidance? .....	(.....)	(.....)	(.....)	(.....)
m. Giving problem pupil position of responsibility or leadership? .....	(.....)	(.....)	(.....)	(.....)

- n. Delegation to a particular student organization responsibility for pupil? ..... (.....) ..... (.....) ..... (.....)
- o. Use of school funds or gifts to encourage known but undeveloped interests of pupil? ..... (.....) ..... (.....) ..... (.....)
- p. Adjustment of entire program of pupil to his capacities and abilities? ..... (.....) ..... (.....) ..... (.....)
- q. Securing a camp scholarship or membership in an outside-of-school organization for pupil? ..... (.....) ..... (.....) ..... (.....)
- r. Placing of pupil in a discussion group where he may get help? ..... (.....) ..... (.....) ..... (.....)
- s. Providing of food and clothing for pupil if needed? ..... (.....) ..... (.....) ..... (.....)
- t. Obtaining part-time work for pupil? ..... (.....) ..... (.....) ..... (.....)
- u. Changing of parent attitude through special lecture or bulletin sponsored by school? ..... (.....) ..... (.....) ..... (.....)

4. Which of the devices in 3 do you regard as most valuable? .....  
(Indicate answer by key letter)

5. In the study of problem pupils to what extent do you use the following means?

	Never	Occasionally	Often	Always
a. Pupil given a standard test, or a battery of tests to determine capacities and abilities?.....	(.....)	(.....)	(.....)	(.....)
b. Thorough health examination by dentist and physician?.....	(.....)	(.....)	(.....)	(.....)
c. Contact made with a clinic for advice in regard to remedial treatment?.....	(.....)	(.....)	(.....)	(.....)
d. Information obtained about interests of pupil by administering interest questionnaire?.....	(.....)	(.....)	(.....)	(.....)
e. Study of interests and abilities of pupil from having pupils rate each other?.....	(.....)	(.....)	(.....)	(.....)

6. Is it a common practice of your office to have more than one interview with the same disciplinary problem in regard to a particular offense?.....
7. Does the interview with a disciplinary problem pupil usually take place immediately after a case is referred?.....

8. a Does your school have a student organization for participating in the administration of the school?.....  
 b If answer to (a) is "yes," does organization participate in making rules for pupil behavior in the classroom?..... The corridor?..... The li-  
 The toilets?..... The assembly hall?..... The playground?..... The gym?..... The cafeteria?..... The li-  
 brary?..... The study halls?..... The bus or street car?.....  
 c Are disciplinary measures employed by the student organization to enforce such rules?.....  
 d If answer to (c) is "yes," does the action taken affect only the extracurricular status of pupil?..... Only the curricular?.....  
 ..... Both extracurricular and curricular?.....  
 e Does your school have a student court?.....  
 f Has your school a minimum scholarship requirement for club membership?..... Homeroom office?..... For participation in interschool con-  
 tests?..... Student council membership?..... Staff service for publi-  
 cations?.....  
 g Is club membership in your school restricted to those admitted by a vote of the members?..... Extended to any member of the  
 school who has the necessary skill and wants to join (until the maximum size is reached)?.....
9. If your school has the services of any of the following please indicate the fact by a check in the proper place.
- |                           | Part time | Full time | Board or Organization Sustaining<br>(Please write out) |
|---------------------------|-----------|-----------|--|
| a. Psychologist .....     | (.....)   | (.....)   | (.....)  |
| b. Psychiatrist .....     | (.....)   | (.....)   | (.....)  |
| c. Physician .....        | (.....)   | (.....)   | (.....)  |
| d. Visiting teacher ..... | (.....)   | (.....)   | (.....)  |
| e. Nurse .....            | (.....)   | (.....)   | (.....)  |
| f. Dentist .....          | (.....)   | (.....)   | (.....)  |
10. What instruments, if any, do you use in isolating for preventive treatment individuals who are likely to become disciplinary problems?.....

## Part IV. The extent of the responsibility of the school for student behavior.

Check (✓) in the proper place. Observe that you are expected to check either column 1 or 2 and column 3 or 4. Be sure to check column (5) also when such condition obtains.

Problems that occur off school property or out of school hours	The school does				Legal restrictions or school regulations
	A problem of importance in this school	Not a problem of importance in this school	The school attempts to deal with this problem	not attempt to deal with this problem	
1. Damaging of property on the way to and from school.....	(.....)	(.....)	(.....)	(.....)	(.....)
2. Fighting on the way to and from school.....	(.....)	(.....)	(.....)	(.....)	(.....)
3. Gambling at school games played at school or field.....	(.....)	(.....)	(.....)	(.....)	(.....)
4. Profanity at school entertainments outside of school hours.....	(.....)	(.....)	(.....)	(.....)	(.....)
5. Drinking when attending interscholastic contests away from home.....	(.....)	(.....)	(.....)	(.....)	(.....)
6. Hazing of pupils outside the regular school hours.....	(.....)	(.....)	(.....)	(.....)	(.....)
7. Reading of obscene literature when off the school premises.....	(.....)	(.....)	(.....)	(.....)	(.....)
8. Smoking when off school premises—on way to and from school.....	(.....)	(.....)	(.....)	(.....)	(.....)
9. Disorderliness in public assemblies not sponsored by school.....	(.....)	(.....)	(.....)	(.....)	(.....)
10. Membership in prohibited clubs or fraternities among high school pupils.....	(.....)	(.....)	(.....)	(.....)	(.....)
11. Drinking when attending school parties and dances.....	(.....)	(.....)	(.....)	(.....)	(.....)
12. "Thumbing" rides to and from school.....	(.....)	(.....)	(.....)	(.....)	(.....)
13. Pupil playing on other than school teams.....	(.....)	(.....)	(.....)	(.....)	(.....)
14. Breaking training outside of school hours.....	(.....)	(.....)	(.....)	(.....)	(.....)

LETTER ACCOMPANYING QUESTIONNAIRE FORM IN  
THE SECONDARY INVESTIGATION

My dear .....:

Last April I sent you a questionnaire on "The Administration of Discipline in the High School" and you very obligingly filled in the inquiry blank for me. The study is practically complete and I shall send you a summary in the near future but I need certain objective data to supplement the findings. If I may impose on your time and good nature once more, I shall be very much indebted to you. The schools for this follow-up study have been carefully selected. The information needed may be available in your office—on the discipline record cards or on your monthly summary; if not, the home room or classroom teacher may have it. Possibly it can be obtained in a faculty meeting. I want the record for one school month—twenty school days. If the record is not available for the past month, will you not have it kept for the succeeding twenty school days? My desire is to get, as nearly as possible, an objective record of the frequency of offenses in high schools and not a subjective record based on opinion merely. Fill in the record for all of the offenses listed as accurately as you can; add others that you think belong and give the frequency of each in your school for the month studied.

Once more may I thank you in behalf of myself and of Dr. Symonds. I believe you will be interested in our study, to which your school and three hundred and eleven others contributed data. We do not want to overwork our friends but we do wish to make use of reliable information such as we think you can give us. A stamped self-addressed envelope is enclosed for the report.

Co-operatively yours,

ELMER H. GARINGER

[illegible]











